2013-2014 SCHOOL IMPROVEMENT PLAN

Latin Builders Association Construction And Business Management Academy

13835 NW 97 AVE
Hialeah, FL 33018
305-827-3022
http://lbaacademy.org/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	Yes	83%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	96%

School Grades History

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

Lba Construction And Business Management Acad

Principal

Bernie Navarro, Gyovania Marante

School Advisory Council chair

Bernie Navaro

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

Name	Title
Gyovania Marante	Principal
Chayma Gomez	Language Arts Teacher
Samantha L. Harris	Mathematics Teacher

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

SAC members establish, review, and/or revise bylaws, terms of office, and duties of members. The council is composed of 1 teacher (Chayma Gomez), 3 parents (Daimelys Souto, Martha Correa, Madelyn Izquierdo), 1 student (Yoselin Lopez), 1 education support employee (Fabiola Dongo), 1 business/community representative(Fernando Alvarez), and the principal (Gyovania Marante). With the exception of the principal and the business/community representatives, all other members were elected by their constituent groups. Teachers, parents, students, and education support employees select alternate representatives for each council member. The Council is representative of the ethnic, racial, linguistic, disabled and economic community served by LBA Academy High School. Sixty percent of the members are not employed by the district.

The school SAC team conducts annual needs assessment based on state and district goals, performance standards, local and state achievement data, and school climate survey results. SAC sets priorities for goals and objectives to be included in the School Improvement Plan. They meet the first Wednesday of each month from 6:00 p.m. to 7:00 pm to accommodate stakeholders' schedules. Meetings are held monthly from August to June or more often when needed.

Involvement of the SAC in the development of the SIP

SAC works together with all stakeholders to ensure school improvement, professional collaboration and authentic representation in decision-making. SAC assists in preparing the proposed School Improvement Plan, including improvement strategies and measures.
The SAC portion of the budget will be spent on programs and projects selected by SAC members. Projects will not include capital improvements or projects that have duration of more than one year. Budget decisions will be reflected in the SAC minutes.

Activities of the SAC for the upcoming school year

SAC activities will include the progress monitoring updates of district and state assessments to parents through PowerPoint presentations. School-wide data desegregation will be reviewed on a monthly basis. Also, SAC will be responsible for planning and coordinating "Family Day" school wide activity, which brings community leaders, parents, students, faculty, staff, and other stakeholders together. SAC will develop and monitor the implementation of the School Improvement Plan.

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

SAC funds will be used to provide students with academic incentives during the 2013-2014 FCAT and EOC administration using a projected amount of $555.00. Budget approval shows on SAC Minutes.

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

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

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

Administrators

# of administrators
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Bernie Navarro, Gyovania Marante		
Principal	Years as Administrator: 3	Years at Current School: 1

Credentials	B.A. in Elementary Ed., FIU M.S. Education Leadership, NSU
Performance Record	2013 – School Grade: A Rdg. Proficiency, 66% Math Proficiency, 91% Rdg. Lrg. Gains, 94 points Math Lrg. Gains, 100 points Rdg. Imp. of Lowest 25% - 94 points Math Imp. of Lowest 25% - 100 points Rdg. AMO –71% Math AMO–94% 2012 – School Grade: A Rdg. Proficiency, 37% Math Proficiency, 89% Rdg. Lrg. Gains, 74 points Math Lrg. Gains, 101 points Rdg. Imp. of Lowest 25% - 93 points Math Imp. of Lowest 25% - 101 points Rdg. AMO –58% Math AMO–59% 2011 - School Grade: A AYP 100% High Standards Rdg. 37% High Standards Math 87% Lrng Gains-Rdg. 54% Lrng Gains-Math 96% Gains-Rdg-25% 61% Gains-Math-25% 97% 2010 - School Grade: A AYP 79% High Standards Rdg. 63% High Standards Math 65% Lrng Gains-Rdg. 66% Lrng Gains-Math 73% Gains-Rdg- 25% Gains-Math- 25% 2009 - School Grade A AYP 85% High Standards Rdg. 58% High Standards Math 63% Lrng Gains-Rdg. 65% Lrng Gains-Math 74% Gains-Rdg- 72% Gains-Math- 79%

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers

5

 # receiving effective rating or higher

(not entered because basis is < 10)

 # Highly Qualified Teachers

60%

 # certified in-field

5, 100%

 # ESOL endorsed

1, 20%

 # reading endorsed

0, 0%

 # with advanced degrees

0, 0%

 # National Board Certified

0, 0%

 # first-year teachers

1, 20%

 # with 1-5 years of experience

5, 100%

 # with 6-14 years of experience

0, 0%

 # with 15 or more years of experience

0, 0%

Education Paraprofessionals

# of paraprofessionals

0

Highly Qualified

0

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Because the need to recruit and retain quality educators is a top priority, the school recruits teachers through a partnership with the University of Miami and teachers-teachers.com. The school offers a competitive salary as well as the implementation of cutting edge strategies through the use of iPads. LBA also provides professionals the opportunity to work on a waiver, to prepare and take the Content Area Exam by June 2014, as well as District Professional Development. All new and veteran educators are provided ongoing mentoring from Principal and planning opportunities with Instructional Leader.

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

One-on-one mentoring by Principal (Gyovania Marante) will be provided for beginning teacher (Franshesca Vasquez). Planned mentoring activities will include coaching in lesson planning, classroom management strategies, individual student interventions, technical assistance, data analysis, organizational skills and management. Mentor will also share best practices based on observations and Bi-weekly chat sessions. Mentee will receive a detailed copy of observations immediately and directly through the iPad.

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

MTSS leadership team will meet monthly to assist with data-based problem-solving with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/ emotional well being, and prevention of student failure through early intervention. Findings during MTSS leadership team meetings will be communicated to all necessary stakeholders including, but limited to, teachers by grade level, subject area, and intervention groups. The MTSS leadership team will work together with the Literacy Leadership team in order to assist in the implementation of such goals.

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

The MTSS is comprised of the following individuals, Principal-Gyovania Marante, Language Arts Teacher - Chayma Gomez, Mathematics Teacher - Samantha L. Harris, SPED Program Specialist - Lissette Collazo, School Psychologist - Dagmary de la Osa, and Speech-Language Pathologist - Katherine Sanabria.

The Principal will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources. The rest of the MTSS members will be responsible in caring out SIP planning and MTSS problem solving. These team members will conduct regular meetings to evaluate intervention efforts for students by subject, grade, or intervention. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

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

The schools's MTSS will monitor and adjust the school's academic and behavior goals and monitor the delivery and fidelity of instruction and intervention utilizing walk-throughs and district assessments. MTSS will provide support and intervention to students based on data through pull-out and push-in, after school, and Saturday tutoring. Monthly data chats with students will ensure the understanding of their needs and progress.

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

In the beginning all data that is collect for all tiers is disseminated and discussed with students after every assessment. Students create a data chart for each test that is placed at the front of their binders for continuous referencing. Data is also disseminated during all EESAC Meetings with parents and community leaders.
Tier 1:
Reading: FCAT data from previous year, including bubble and lowest 25, 35, 45% reports, FAIR Reports for 2013, and current District Baseline data using Edusoft reports will be utilized to determine areas of weakness to guide instruction for Tier 1 students in Language Arts and Reading. Ongoing Interim District Progress Monitoring Assessments and student data chats will be utilized to manage changes in student academic needs and services throughout the school year.
Math:
Algebra - FCAT data from previous year, including bubble and lowest 25, 35, 45% reports, and current District Baseline data will be utilized to determine areas of weakness to guide instruction for Tier 1 students in Algebra 1. Ongoing Interim District Progress Monitoring Assessments and student data chats will be utilized to manage changes in student academic needs and services throughout the school year.
Geometry - District Algebra 1 data from previous year, including bubble and lowest 25, 35, 45% reports, and current District Baseline data will be utilized to determine areas of weakness to guide instruction for Tier 1 students in Geometry. Ongoing Interim District Progress Monitoring Assessments and student data chats will be utilized to manage changes in student academic needs and services throughout the school year.
Science: District Biology data from previous year and current District Baseline data will be utilized to determine areas of weakness to guide instruction for Tier 1 students in Biology. Ongoing Interim District Progress Monitoring Assessments and student data chats will be utilized to manage changes in student academic needs and services throughout the school year.
Writing: District Writing data from previous year and current District Baseline data will be utilized to determine areas of weakness to guide instruction for Tier 1 students in Writing. Ongoing Interim District Progress Monitoring Assessments and student data chats will be utilized to manage changes in student academic needs and services throughout the school year.
Behavior:
Detentions, referrals, suspensions, expulsions, and attendance reports will monitor student behavior.

Bullying/Violence Prevention Curriculum, M-DCPS Alternative to Suspension Program (ASP), Crisis Prevention Planning, LEAPS: A Behavioral Curriculum, and Positive Behavior Support (PBS) strategies will be implemented.

Tier 2:

Reading: Language Arts teacher will use FCAT data from previous year, including bubble and lowest 25, 35, 45% reports, and current District Baseline data will be utilized to determine areas of weakness to guide instruction for Tier 1 students in Intensive Reading. Ongoing Interim District Progress Monitoring Assessments and student data chats will be utilized to manage changes in student academic needs and services throughout the school year.

Math:

Algebra 1 - Mathematics teacher will use FCAT data from previous year, including bubble and lowest 25, 35, 45% reports, 8th grade District Post-Baseline Mathematics Assessment, and current District Algebra 1 Baseline data will be utilized to determine areas of weakness to guide instruction for Tier 1 students in Intensive Math. Ongoing Interim District Progress Monitoring Assessments and student data chats will be utilized to manage changes in student academic needs and services throughout the school year.

Geometry - Mathematics teacher will use District Geometry data from previous year, including bubble and lowest 25, 35, 45% reports, 9th grade District Post-Baseline Mathematics Assessment, End of Course Scores, and current District Geometry Baseline data will be utilized to determine areas of weakness to guide instruction for Tier 1 students in after-school tutoring. Ongoing Interim District Progress Monitoring Assessments and student data chats will be utilized to manage changes in student academic needs and services throughout the school year.

Science: Biology teacher will use District Biology data from previous year, including bubble and lowest 25, 35, 45% reports, and current District Biology Baseline data will be utilized to determine areas of weakness to guide instruction for students. Ongoing Interim District Progress Monitoring Assessments and student data chats will be utilized to manage changes in student academic needs and services throughout the school year.

Writing: Language Arts teacher will use FCAT District Writing data current Writing District Baseline in order to determine areas of weakness to guide instruction for students. Ongoing Interim District Progress Monitoring Assessments, student data chats, and writing workshops will be utilized to manage changes in student academic needs and services throughout the school year.

Behavior:

Detentions, referrals, suspensions, expulsions, and attendance reports will monitor student behavior. The Center for Special Instruction (CSI), group intervention sessions for specific topics; coping skills, anger management, problem solving and conflict resolution, substance abuse, bullying and violence prevention, grief assertiveness, developmental issues and social skills, alternative to suspension (ex. Saturday School and After School), school based mentors, peer mediation, social skills training individual, family and group counseling, LEAPS: A Behavior Curriculum, and behavioral contracting will be implemented.

Tier 3:

Reading: Florida Assessments for Instruction in Reading (FAIR), FCAT data from previous year, including bubble and lowest 25% reports, and current District Baseline data will be utilized to determine areas of weakness to guide instruction for Tier 1 students in Intensive Reading. All students identified as lowest 25% will receive tutoring through pull-out, push-in, after school, and/or Saturdays. Ongoing Interim District Progress Monitoring Assessments and student data chats will be utilized to manage changes in student academic needs and services throughout the school year

Math:

Algebra I - FCAT data from previous year, including bubble and lowest 25, 35, 45% reports, 8th grade District Post-Baseline Mathematics Assessment, and current District Algebra 1 Baseline data will be utilized to determine areas of weakness to guide instruction for Tier 1 students in Intensive Math. All students identified as lowest 25% will receive tutoring through pull-out, push-in, after school, and/or Saturdays. Ongoing Interim District Progress Monitoring Assessments and student data chats will be utilized to manage changes in student academic needs and services throughout the school year.

Geometry - Mathematics teacher will use District Geometry data from previous year, including bubble

and lowest 25, 35, 45% reports, 9th grade District Post-Baseline Mathematics Assessment, and current District Geometry Baseline data will be utilized to determine areas of weakness to guide instruction for Tier 1 students in Intensive Math. All students identified as lowest 25% will receive tutoring through pull-out, push-in, after school, and/or Saturdays.

Science: Biology teacher will use District Biology data from previous year and current District Biology Baseline data will be utilized to determine areas of weakness to guide instruction for students. All students identified as lowest 25% will receive tutoring through pull-out, push-in, after school, and/or Saturdays. Ongoing Interim District Progress Monitoring Assessments and student data chats will be utilized to manage changes in student academic needs and services throughout the school year.

Writing: Language Arts teacher will use FCAT District Writing data current Writing District Baseline in order to determine areas of weakness to guide instruction for students.. All students identified as lowest 25% will receive tutoring through pull-out, push-in, after school, and/or Saturdays. Ongoing Interim District Progress Monitoring Assessments, student data chats, and writing workshops will be utilized to manage changes in student academic needs and services throughout the school year.

Behavior:

Detentions, referrals, suspensions, expulsions, and attendance reports will monitor student behavior. Positive behavior rewards, counselor develop plan using how the student perceives or experiences events in his or her environment, peer mediation, develop, monitor, and evaluate Crisis Plan with student, teachers, and parents, and role playing will be implemented.

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

Support will be provided in the form of faculty meetings, teacher observations and evaluations, monthly EESAC meetings, monthly board meetings, coaching from instructional leader, and District provided professional development.

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: Weekend Program
Minutes added to school year: 36

Students in grade 10 will receive free Saturday tutoring for the 2014 Reading FCAT 2.0, 2014 Florida Writes, 2014 Biology EOC and 2014 Geometry EOC.
Students in grade 9 will receive free Saturday tutoring for the 2014 Reading FCAT 2.0, and 2014 Algebra I EOC.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Teacher made assessments and district assessments will be used to monitor and adjust the school's academic goals and monitor the delivery and fidelity of instruction and intervention.

Who is responsible for monitoring implementation of this strategy?

Principal

Literacy Leadership Team (LLT)

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

Name	Title
Gyovania Marante	Principal
Chayma Gomez	Language Arts Teacher
Katherine Sanabria	Speech-Language Pathologist

How the school-based LLT functions

The purpose of the Literacy Leadership Team (LLT) is to create capacity of reading knowledge within the school building and focus on areas of literacy concerns across the school. The principal, language arts teacher, and content area teachers meet to create a reading implementation plan to improve literacy instruction not only within the intensive reading classes but also across the curriculum. The LLT will focus lesson plan training on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout. All teachers will receive ongoing professional development on how to implement reading strategies on a daily basis. Administration will monitor such practices through informal classroom walk-through visits and formal observations. Teachers will report to the Literacy Team on their experiences with such strategies and continuously adjust instruction based on given data. The Literacy team will meet bi-weekly to discuss District Baseline data, District Interim data, FAIR data and ongoing Reading Plus data to address adjustments needed to be made and interventions in order to have ongoing success. The Literacy team will motivate students by offering incentives for achieving mastery on district assessments and promote collaboration among all content area teachers by providing common PD time and data chats. Additionally, classroom libraries will supplement in class programs such as Reading Plus, Rosetta Stone, and Spring Board in the school-wide setting. Additionally, the LLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Major initiatives of the LLT

The goals will be to improve the percentage of students meeting mastery and increase the percentage of students with learning gains, as well as properly serving the needs of the lowest quartile to better prepare them for success on the Reading FCAT and FCAT Florida Writes. Daily homeroom Reading FCAT and writing activities (iPrep) will reinforce the same clusters being taught through language arts and reading, the emphasis on writing notebooks. The implementation of Reading Plus offers remediation through intensive reading classes and Rosetta Stone for developmental classes. SAT Vocabulary supplement in Intensive Reading will provide students the necessary critical thinking skills for success on the Reading FCAT and Dual Enrollment requirements. The implementation of Springboard through language arts offers a comprehensive approach to building the skills and understanding that students need to achieve success in AP courses and better prepare them for post secondary education. In addition, students will see an increase rigor throughout all classes. These initiatives will be implemented with fidelity and will be supplemented by other strategies such as the usage of CRISS strategies across the curriculum, Common-Core blending, providing modeling and coaching by reading coach and administration for teachers and students, pull-out tutoring, and Afterschool tutoring.

Every Teacher Contributes to Reading Instruction

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

FCAT related homeroom activity (iPrep) will be created based on District Baseline and Interim Assessments. Every teacher is expected to participate in delivering the FCAT related iPrep, implement reading graphic organizers and CRISS strategies in their curriculum content instruction. The Literacy Leadership team will monitor utilizing walk-through, informal observations and iPrep will be turned in and graded through the respective content area teachers. Lesson plans will indicate the reading strategies being implemented and task cards will be utilized when creating classroom assessments.
Teachers have data binders with up to date reading data that is disseminate through Principal lead data chats during Faculty Meetings. Additionally, teachers undergo in-house professional development on reading strategies per content-area.

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

Our school implements Construction Management, Marketing, and Business Management Academies which take part in the implementation of reading and math strategies to demonstrate the significance of analytical reading, along with the significance math has in real-world careers. Monthly business professionals (iNspire Program) visit the school to speak to the students about their professions allowing exposure to successful of real life professional experiences and perspectives. Students are given the opportunity to participate in college fair field trips and in college tours.

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

Every student meets one-on-one with the Principal to review their coursework taken, coursework needed to complete for graduation, and coursework recommended for his/her specified possible career choice through www.flvc.org. In addition, the Principal provides classroom guidance to address their academic and career planning needs to facilitate a course of study that is personally meaningful. Students are also able to access their academic, scholarship, and transcript information using ConnectEDU.net website. This website is personalized with individual student accounts that allow students to access their

information and keep in constant communication with their counselor virtually. In addition, our school implements a required student portfolio which includes a record of student achievements, data tracking of testing and graduation requirements, grades & assessment reflections, resumes with letter of intent, personal statements, student philosophy statements, career interest surveys, professional goals statements, and philanthropic statements for all four grades. At the end of the four-years students are required to complete an exit-interview with board members to present the completed portfolio.

Strategies for improving student readiness for the public postsecondary level

As a new school who is servicing 9th and 10th grade only, the LBA Academy has develop a partnership with local, public colleges (Florida International University & Florida National University). This partnership will allow students to take college placement test in order to determine levels of remediation needed in preparation for post-secondary studies. Those students who perform at a high proficiency level will be encouraged to take Advance Placement courses as well as sign up for Dual Enrollment courses offered by the above mentioned universities. Students will also have an opportunity to participate in an annual college tour.

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		71%		
American Indian				
Asian				
Black/African American				
Hispanic		73%		
White				
English language learners				
Students with disabilities				
Economically disadvantaged		68%		

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	32%	34%
Students scoring at or above Achievement Level 4	13	34%	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		94%	95%
Students in lowest 25% making learning gains (FCAT 2.0)		94%	95%

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)	*[data excluded for privacy reasons]*		84%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		81%

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		58%	62%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		94%		
American Indian				
Asian				
Black/African American				
Hispanic		97%		
White				
English language learners				
Students with disabilities				
Economically disadvantaged		94%		

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		100%	100%
Students in lowest 25% making learning gains (EOC)		100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		13%
Students scoring at or above Achievement Level 4	26	79%	79%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		29%	32%
Students scoring at or above Achievement Level 4		30%	32%

Area 4: Science

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		38%	40%
Students scoring at or above Achievement Level 4		25%	26%

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)	10		10
Participation in STEM-related experiences provided for students		100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	38	100%	100%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications	1	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	2	5%	4%
Students in ninth grade with one or more absences within the first 20 days	0	0%	0%
Students in ninth grade who fail two or more courses in any subject	1	3%	2%
Students with grade point average less than 2.0	2	5%	4%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	4	10%	9%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	0	0%	0%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

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

N/A Title 1 - see PIP
Please see website: https://app1.fldoe.org/bsa/ParentInvolvementPlan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Based on 2013 FCAT Reading 2.0, 71% (23) of the students were proficient. Our goal, for the 2014 FCAT Reading 2.0 school is to increase by 3 percentage points to 74%.

G2. Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for the Hispanic students subgroup by 3 percentage points from 73% to 76%

G3. Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for the Economically Disadvantaged students subgroup by 3 percentage points from 68% to 71%.

G4. Our goal for the 2013-2014 school year is to increase the amount of all students and lowest 25% making learning gains in reading for the 2014 FCAT 2.0 by 1% from 94% to 95%.

G5. Based on the 2013 FCAT Reading 2.0, 32% (12) of students achieved a level 3. Our goal for the 2013-2014 school year is to increase the amount of students achieving a level 3 by 2 percentage points for a targeted goal of 34%

G6. Based on the 2013 FCAT Reading 2.0, 34% (13) of students achieved a level 4. Our goal for the 2013-2014 school year is to increase the amount of students achieving a level 4 by 1 percentage point for a targeted goal of 35%.

G7. Based on the 2013 CELLA, 83% of the ELL students were proficient in listening and speaking. Our goal for the 2014 CELLA is to increase the number of students proficient by 1 percentage point to 83%.

G8. Based on the 2013 CELLA, 20% of the ELL students were proficient in reading. Our goal for the 2014 CELLA is to increase the number of students proficient by 5 percentage points to 25%.

G9. Based on the 2013 CELLA, 80% of the ELL students were proficient in writing. Our goal for the 2014 CELLA is to increase the number of students proficient by 1 percentage point to 81%.

G10. Based on the district averages from the 2013 FCAT Writing indicate that 58% of the students achieved a level 3.5 or higher. Our goal for the 2014 FCAT Writing is to increase the writing proficiency of our 10th graders by 4% to a 62%.

G11. Our goal for all students enrolled in targeted mathematics courses for the 2013-2014 school year is to ensure that students meet 94% proficiency.

G12. Our goal for the 2013-2014 school year is to maintain student proficiency in mathematics for the Hispanic students subgroup 97%.

G13. Our goal for the 2013-2014 school year is to maintain student proficiency in mathematics for the Economically Disadvantaged student subgroup at 94%.

G14. Our goal for the 2013-2014 school year is to maintain 100% of all our students making learning gains in all targeted mathematics courses for 2013-2014.

G15. Based on the Algebra I EOC scores for 2013, 12% (4) of students achieved a level 3. Our goal for the 2013-2014 school year is to increase the amount of students achieving a level 3 by 1% for a targeted goal of 13%.

G16. Based on the Algebra I EOC scores for 2013, 79% (26) of students achieved a level 4 or higher. Our goal for the 2013-2014 school year is to meet the 79% proficiency.

G17. Based on the Geometry EOC scores for 2013, 29% of students achieved a level 3. Our goal for the 2013-2014 school year is to increase by 3% in order to meet the targeted goal of 32%.

G18. Based on the Geometry EOC scores for 2013, 30% of students achieved a level 4 or higher. Our goal for the 2013-2014 school year is to increase by 2% in order to achieve a 32% of student proficiency.

G19. According to 2012-2013 Biology district data, 38% of students achieved proficiency in achievement level 3. Our goal for the 2013-2014 school year is to increase the amount of students by 2% to meet the target goal of 40%.

G20. According to 2012-2013 Biology district data, 25% of students scored at or above Achievement level 4. Our goal for the 2013-2014 school year is to increase the amount of students by 1% to meet an achievement level of 26%.

G21. Our goal is to increase enrollment in AP courses, Dual Enrollment courses and Honor Courses.

G22. The school will maintain 100% enrollment of students in Career-related courses.

G23. Our goal for the 2013-2014 is to increase STEM literacy for all students.

G24. According to the Early Warning Systems data, 5%(2) of students missed 10 percent or more of available instructional time. Our goal for the 2013-2014 school year is to decrease that number by 1% for a targeted goal of 4%.

G25. With the increase in tuition for the 2013-2014 school year, our goal is to maintain the total percentage of suspensions at 2%.

Goals Detail

G1. Based on 2013 FCAT Reading 2.0, 71% (23) of the students were proficient. Our goal, for the 2014 FCAT Reading 2.0 school is to increase by 3 percentage points to 74%.

Targets Supported
- Reading (AMO's, FCAT2.0)

Resources Available to Support the Goal
- District Assessments (Baseline, Fall Interim, & Winter Interim) as a formative assessment.

- FCAT Reading 2.0 as a summative assessment.

- MasteryConnect is an iPad application that allows teachers to build and assign assessments based on specific standards.

- Homeroom Activities (iPrep Reading)

- Data Chats

- iPad

- FAIR Assessment

- Reading Plus

- Homeroom Activity (iPrep Reading)

- Data Chats

- Rosetta Stone

Targeted Barriers to Achieving the Goal
- Based on the 2013 FCAT Reading 2.0, 94% of the students made learning gains.

- Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

- Based on the 2013 FCAT Reading 2.0, 34% (13) of the students scored at achievement level 4 or higher.

- CELLA scores from 2013 indicate that 83% of the students were proficient in listening/speaking.

- CELLA scores from 2013 indicate that 20% of the students were proficient in reading.

- CELLA scores from 2013 indicate that 80% of the students were proficient in writing.

Plan to Monitor Progress Toward the Goal

Progress will be monitored through meetings with Language Arts teacher to analyze the ongoing classroom assessments and through District Interim Assessments to determine any changes in instruction, implementation, and differentiated instruction.

Person or Persons Responsible
Literacy Leadership Team (LLT)

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Mini-Assessments and Baseline and Interim District Assessments Summative: 2013 FCAT Florida Writes 2.0 Assessment

G2. Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for the Hispanic students subgroup by 3 percentage points from 73% to 76%

Targets Supported
- Reading (AMO's, FCAT2.0)

Resources Available to Support the Goal
- District Assessments (Baseline, Fall Interim, & Winter Interim) as a formative assessment.

- FCAT Reading 2.0 as a summative assessment.

- MasteryConnect is an iPad application that allows teachers to build and assign assessments based on specific standards.

- Homeroom Activities (iPrep Reading)

- Data Chats

- iPad

- FAIR Assessment

- Reading Plus

- Homeroom Activity (iPrep Reading)

- Data Chats

- Rosetta Stone

Targeted Barriers to Achieving the Goal
- Based on the 2013 FCAT Reading 2.0, 94% of the students made learning gains.

- Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

- Based on the 2013 FCAT Reading 2.0, 34% (13) of the students scored at achievement level 4 or higher.

- CELLA scores from 2013 indicate that 83% of the students were proficient in listening/speaking.

- CELLA scores from 2013 indicate that 20% of the students were proficient in reading.

- CELLA scores from 2013 indicate that 80% of the students were proficient in writing.

Plan to Monitor Progress Toward the Goal

Progress will be monitored through meetings with Language Arts teacher to analyze the ongoing classroom assessments and through District Interim Assessments to determine any changes in instruction, implementation, and differentiated instruction.

Person or Persons Responsible
Literacy Leadership Team (LLT)

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Mini-Assessments and Baseline and Interim District Assessments Summative: 2013 FCAT Florida Writes 2.0 Assessment

G3. Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for the Economically Disadvantaged students subgroup by 3 percentage points from 68% to 71%.

Targets Supported

- Reading (AMO's, FCAT2.0)

Resources Available to Support the Goal

- District Assessments (Baseline, Fall Interim, & Winter Interim) as a formative assessment.

- FCAT Reading 2.0 as a summative assessment.

- MasteryConnect is an iPad application that allows teachers to build and assign assessments based on specific standards.

- Homeroom Activities (iPrep Reading)

- Data Chats

- iPad

- FAIR Assessment

- Reading Plus

- Homeroom Activity (iPrep Reading)

- Data Chats

- Rosetta Stone

Targeted Barriers to Achieving the Goal

- Based on the 2013 FCAT Reading 2.0, 94% of the students made learning gains.

- Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

- Based on the 2013 FCAT Reading 2.0, 34% (13) of the students scored at achievement level 4 or higher.

- CELLA scores from 2013 indicate that 83% of the students were proficient in listening/speaking.

- CELLA scores from 2013 indicate that 20% of the students were proficient in reading.

- CELLA scores from 2013 indicate that 80% of the students were proficient in writing.

Plan to Monitor Progress Toward the Goal

Progress will be monitored through meetings with Language Arts teacher to analyze the ongoing classroom assessments and through District Interim Assessments to determine any changes in instruction, implementation, and differentiated instruction.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: Mini-Assessments and Baseline and Interim District Assessments Summative: 2013 FCAT Florida Writes 2.0 Assessment

G4. Our goal for the 2013-2014 school year is to increase the amount of all students and lowest 25% making learning gains in reading for the 2014 FCAT 2.0 by 1% from 94% to 95%.

Targets Supported

- Reading (FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- District Assessments (Baseline, Fall Interim, & Winter Interim) as a formative assessment.

- FCAT Reading 2.0 as a summative assessment.

- MasteryConnect is an iPad application that allows teachers to build and assign assessments based on specific standards.

- Homeroom Activities (iPrep Reading)

- Data Chats

- iPad

- FAIR Assessment

- Reading Plus

- Homeroom Activity (iPrep Reading)

- Data Chats

- Rosetta Stone

Targeted Barriers to Achieving the Goal

- Based on the 2013 FCAT Reading 2.0, 94% of the students made learning gains.

- Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

- Based on the 2013 FCAT Reading 2.0, 34% (13) of the students scored at achievement level 4 or higher.

- CELLA scores from 2013 indicate that 83% of the students were proficient in listening/speaking.

- CELLA scores from 2013 indicate that 20% of the students were proficient in reading.

- CELLA scores from 2013 indicate that 80% of the students were proficient in writing.

Plan to Monitor Progress Toward the Goal

Progress will be monitored through meetings with Language Arts teacher to analyze the ongoing classroom assessments and through District Interim Assessments to determine any changes in instruction, implementation, and differentiated instruction.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: Mini-Assessments and Baseline and Interim District Assessments Summative: 2013 FCAT Florida Writes 2.0 Assessment

G5. Based on the 2013 FCAT Reading 2.0, 32% (12) of students achieved a level 3. Our goal for the 2013-2014 school year is to increase the amount of students achieving a level 3 by 2 percentage points for a targeted goal of 34%

Targets Supported

- Reading (FCAT2.0)

Resources Available to Support the Goal

- District Assessments (Baseline, Fall Interim, & Winter Interim) as a formative assessment.

- FCAT Reading 2.0 as a summative assessment.

- MasteryConnect is an iPad application that allows teachers to build and assign assessments based on specific standards.

- Homeroom Activities (iPrep Reading)

- Data Chats

- iPad

- FAIR Assessment

- Reading Plus

- Homeroom Activity (iPrep Reading)

- Data Chats

- Rosetta Stone

Targeted Barriers to Achieving the Goal

- Based on the 2013 FCAT Reading 2.0, 94% of the students made learning gains.

- Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

- Based on the 2013 FCAT Reading 2.0, 34% (13) of the students scored at achievement level 4 or higher.

- CELLA scores from 2013 indicate that 83% of the students were proficient in listening/speaking.

- CELLA scores from 2013 indicate that 20% of the students were proficient in reading.

- CELLA scores from 2013 indicate that 80% of the students were proficient in writing.

Plan to Monitor Progress Toward the Goal

Progress will be monitored through meetings with Language Arts teacher to analyze the ongoing classroom assessments and through District Interim Assessments to determine any changes in instruction, implementation, and differentiated instruction.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: Mini-Assessments and Baseline and Interim District Assessments Summative: 2013 FCAT Florida Writes 2.0 Assessment

G6. Based on the 2013 FCAT Reading 2.0, 34% (13) of students achieved a level 4. Our goal for the 2013-2014 school year is to increase the amount of students achieving a level 4 by 1 percentage point for a targeted goal of 35%.

Targets Supported

- Reading (FCAT2.0)

Resources Available to Support the Goal

- District Assessments (Baseline, Fall Interim, & Winter Interim) as a formative assessment.
- FCAT Reading 2.0 as a summative assessment.
- MasteryConnect is an iPad application that allows teachers to build and assign assessments based on specific standards.
- Homeroom Activities (iPrep Reading)
- Data Chats
- iPad
- FAIR Assessment
- Reading Plus
- Homeroom Activity (iPrep Reading)
- Data Chats
- Rosetta Stone

Targeted Barriers to Achieving the Goal

- Based on the 2013 FCAT Reading 2.0, 94% of the students made learning gains.
- Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.
- Based on the 2013 FCAT Reading 2.0, 34% (13) of the students scored at achievement level 4 or higher.
- CELLA scores from 2013 indicate that 83% of the students were proficient in listening/speaking.
- CELLA scores from 2013 indicate that 20% of the students were proficient in reading.
- CELLA scores from 2013 indicate that 80% of the students were proficient in writing.

Plan to Monitor Progress Toward the Goal

Progress will be monitored through meetings with Language Arts teacher to analyze the ongoing classroom assessments and through District Interim Assessments to determine any changes in instruction, implementation, and differentiated instruction.

Person or Persons Responsible
Literacy Leadership Team (LLT)

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Mini-Assessments and Baseline and Interim District Assessments Summative: 2013 FCAT Florida Writes 2.0 Assessment

G7. Based on the 2013 CELLA, 83% of the ELL students were proficient in listening and speaking. Our goal for the 2014 CELLA is to increase the number of students proficient by 1 percentage point to 83%.

Targets Supported
- Reading (CELLA)

Resources Available to Support the Goal
- District Assessments (Baseline, Fall Interim, & Winter Interim) as a formative assessment.

- FCAT Reading 2.0 as a summative assessment.

- MasteryConnect is an iPad application that allows teachers to build and assign assessments based on specific standards.

- Homeroom Activities (iPrep Reading)

- Data Chats

- iPad

- FAIR Assessment

- Reading Plus

- Homeroom Activity (iPrep Reading)

- Data Chats

- Rosetta Stone

Targeted Barriers to Achieving the Goal
- Based on the 2013 FCAT Reading 2.0, 94% of the students made learning gains.

- Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

- Based on the 2013 FCAT Reading 2.0, 34% (13) of the students scored at achievement level 4 or higher.

- CELLA scores from 2013 indicate that 83% of the students were proficient in listening/speaking.

- CELLA scores from 2013 indicate that 20% of the students were proficient in reading.

- CELLA scores from 2013 indicate that 80% of the students were proficient in writing.

Plan to Monitor Progress Toward the Goal

Progress will be monitored through meetings with Language Arts teacher to analyze the ongoing classroom assessments and through District Interim Assessments to determine any changes in instruction, implementation, and differentiated instruction.

Person or Persons Responsible
Literacy Leadership Team (LLT)

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Mini-Assessments and Baseline and Interim District Assessments Summative: 2013 FCAT Florida Writes 2.0 Assessment

G8. Based on the 2013 CELLA, 20% of the ELL students were proficient in reading. Our goal for the 2014 CELLA is to increase the number of students proficient by 5 percentage points to 25%.

Targets Supported
- Reading (CELLA)

Resources Available to Support the Goal
- District Assessments (Baseline, Fall Interim, & Winter Interim) as a formative assessment.
- FCAT Reading 2.0 as a summative assessment.
- MasteryConnect is an iPad application that allows teachers to build and assign assessments based on specific standards.
- Homeroom Activities (iPrep Reading)
- Data Chats
- iPad
- FAIR Assessment
- Reading Plus
- Homeroom Activity (iPrep Reading)
- Data Chats
- Rosetta Stone

Targeted Barriers to Achieving the Goal
- Based on the 2013 FCAT Reading 2.0, 94% of the students made learning gains.
- Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.
- Based on the 2013 FCAT Reading 2.0, 34% (13) of the students scored at achievement level 4 or higher.
- CELLA scores from 2013 indicate that 83% of the students were proficient in listening/speaking.
- CELLA scores from 2013 indicate that 20% of the students were proficient in reading.
- CELLA scores from 2013 indicate that 80% of the students were proficient in writing.

Plan to Monitor Progress Toward the Goal

Progress will be monitored through meetings with Language Arts teacher to analyze the ongoing classroom assessments and through District Interim Assessments to determine any changes in instruction, implementation, and differentiated instruction.

Person or Persons Responsible
Literacy Leadership Team (LLT)

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Mini-Assessments and Baseline and Interim District Assessments Summative: 2013 FCAT Florida Writes 2.0 Assessment

G9. Based on the 2013 CELLA, 80% of the ELL students were proficient in writing. Our goal for the 2014 CELLA is to increase the number of students proficient by 1 percentage point to 81%.

Targets Supported

- Reading (CELLA)

Resources Available to Support the Goal

- District Assessments (Baseline, Fall Interim, & Winter Interim) as a formative assessment.

- FCAT Reading 2.0 as a summative assessment.

- MasteryConnect is an iPad application that allows teachers to build and assign assessments based on specific standards.

- Homeroom Activities (iPrep Reading)

- Data Chats

- iPad

- FAIR Assessment

- Reading Plus

- Homeroom Activity (iPrep Reading)

- Data Chats

- Rosetta Stone

Targeted Barriers to Achieving the Goal

- Based on the 2013 FCAT Reading 2.0, 94% of the students made learning gains.

- Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

- Based on the 2013 FCAT Reading 2.0, 34% (13) of the students scored at achievement level 4 or higher.

- CELLA scores from 2013 indicate that 83% of the students were proficient in listening/speaking.

- CELLA scores from 2013 indicate that 20% of the students were proficient in reading.

- CELLA scores from 2013 indicate that 80% of the students were proficient in writing.

Plan to Monitor Progress Toward the Goal

Progress will be monitored through meetings with Language Arts teacher to analyze the ongoing classroom assessments and through District Interim Assessments to determine any changes in instruction, implementation, and differentiated instruction.

Person or Persons Responsible
Literacy Leadership Team (LLT)

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Mini-Assessments and Baseline and Interim District Assessments Summative: 2013 FCAT Florida Writes 2.0 Assessment

G10. Based on the district averages from the 2013 FCAT Writing indicate that 58% of the students achieved a level 3.5 or higher. Our goal for the 2014 FCAT Writing is to increase the writing proficiency of our 10th graders by 4% to a 62%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Springboard Grammar & Writing Handbook by Collegeboard

- Creative Writing Course

- Writing Journals

- Extended Response in all content areas

- Homeroom Daily (iPrep) Reading Activity

- Speech & Debate Course

- After-School Tutoring

Targeted Barriers to Achieving the Goal

- Familiarity with expository and persuasive writing. Students lack the necessary skills needed to incorporate real life experience into their writing in a descriptive manner and to support their writing with valid evidence.

- Lack of vocabulary knowledge and language familiarity for ELL students.

Plan to Monitor Progress Toward the Goal

Progress will be monitored through meetings with Language Arts teacher to discuss data from mini-benchmark writing assessments and District Interim Assessments to determine any changes in instruction, implementation, and differentiated instruction.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: District Baseline & Interim Assessments Student Writing Portfolio Summative: FCAT Florida Writes 2.0

G11. Our goal for all students enrolled in targeted mathematics courses for the 2013-2014 school year is to ensure that students meet 94% proficiency.

Targets Supported

Resources Available to Support the Goal
- Algebra I Springboard by Collegeboard
- Math XL
- Casio Prizms Graphing Calculators
- iPrep Mathematics Homeroom Activity
- iPad
- After-school Tutoring

Targeted Barriers to Achieving the Goal
- 100% of all students, including students in the lowest 25% made learning gains for the 2013 EOC Algebra administration

Plan to Monitor Progress Toward the Goal

Progress will be monitored through meetings with Mathematics teacher to analyze the ongoing classroom assessments and through District Interim Assessments to determine any changes in instruction, implementation, and differentiated instruction.

Person or Persons Responsible
Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Baseline & Interim District Assessments Summative: Algebra I EOC Exam

G12. Our goal for the 2013-2014 school year is to maintain student proficiency in mathematics for the Hispanic students subgroup 97%.

Targets Supported

Resources Available to Support the Goal
- Algebra I Springboard by Collegeboard
- Math XL
- Casio Prizms Graphing Calculators
- iPrep Mathematics Homeroom Activity
- iPad
- After-school Tutoring

Targeted Barriers to Achieving the Goal
- 100% of all students, including students in the lowest 25% made learning gains for the 2013 EOC Algebra administration

Plan to Monitor Progress Toward the Goal

Progress will be monitored through meetings with Mathematics teacher to analyze the ongoing classroom assessments and through District Interim Assessments to determine any changes in instruction, implementation, and differentiated instruction.

Person or Persons Responsible
Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Baseline & Interim District Assessments Summative: Algebra I EOC Exam

G13. Our goal for the 2013-2014 school year is to maintain student proficiency in mathematics for the Economically Disadvantaged student subgroup at 94%.

Targets Supported

Resources Available to Support the Goal
- Algebra I Springboard by Collegeboard
- Math XL
- Casio Prizms Graphing Calculators
- iPrep Mathematics Homeroom Activity
- iPad
- After-school Tutoring

Targeted Barriers to Achieving the Goal
- 100% of all students, including students in the lowest 25% made learning gains for the 2013 EOC Algebra administration

Plan to Monitor Progress Toward the Goal

Progress will be monitored through meetings with Mathematics teacher to analyze the ongoing classroom assessments and through District Interim Assessments to determine any changes in instruction, implementation, and differentiated instruction.

Person or Persons Responsible
Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Baseline & Interim District Assessments Summative: Algebra I EOC Exam

G14. Our goal for the 2013-2014 school year is to maintain 100% of all our students making learning gains in all targeted mathematics courses for 2013-2014.

Targets Supported

Resources Available to Support the Goal

- Algebra I Springboard by Collegeboard

- Math XL

- Casio Prizms Graphing Calculators

- iPrep Mathematics Homeroom Activity

- iPad

- After-school Tutoring

Targeted Barriers to Achieving the Goal

- 100% of all students, including students in the lowest 25% made learning gains for the 2013 EOC Algebra administration

Plan to Monitor Progress Toward the Goal

Progress will be monitored through meetings with Mathematics teacher to analyze the ongoing classroom assessments and through District Interim Assessments to determine any changes in instruction, implementation, and differentiated instruction.

Person or Persons Responsible
Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Baseline & Interim District Assessments Summative: Algebra I EOC Exam

G15. Based on the Algebra I EOC scores for 2013, 12% (4) of students achieved a level 3. Our goal for the 2013-2014 school year is to increase the amount of students achieving a level 3 by 1% for a targeted goal of 13%.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Algebra I Springboard Workbooks
- Math XL
- Casio Prizms Graphing Calculators
- iPrep Mathematics Homeroom Activity
- iPad
- After-school Tutoring

Targeted Barriers to Achieving the Goal
- According to the data from the 2013 Algebra I EOC, 12% (4) students scored a level 3.

Plan to Monitor Progress Toward the Goal

Progress will be monitored through meetings with Mathematics teacher to analyze the ongoing classroom assessments and through District Interim Assessments to determine any changes in instruction, implementation, and differentiated instruction.

Person or Persons Responsible
Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Baseline & Interim District Assessments Summative: Algebra I EOC Exam

G16. Based on the Algebra I EOC scores for 2013, 79% (26) of students achieved a level 4 or higher. Our goal for the 2013-2014 school year is to meet the 79% proficiency.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Algebra I Springboard Workbooks

- Math XL

- Casio Prizms Graphing Calculators

- iPrep Mathematics Homeroom Activity

- iPad

- After-school Tutoring

Targeted Barriers to Achieving the Goal
- Students scoring in achievement level 4-5 had no exposure to the use of graphing calculators using real-world problems due to a lack of technology.

Plan to Monitor Progress Toward the Goal

Progress will be monitored through meetings with Mathematics teacher to analyze the ongoing classroom assessments and through District Interim Assessments to determine any changes in instruction, implementation, and differentiated instruction.

Person or Persons Responsible
Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Baseline & Interim District Assessments Summative: Algebra I EOC Exam

G17. Based on the Geometry EOC scores for 2013, 29% of students achieved a level 3. Our goal for the 2013-2014 school year is to increase by 3% in order to meet the targeted goal of 32%.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- Casio Prizms graphing calculator
- Manipulatives
- iPad
- iPrep Mathematics Homeroom Activity
- After-school Tutoring

Targeted Barriers to Achieving the Goal
- According to the 2012-2013 Geometry EOC district data, only 29% of students achieved a level 3.

Plan to Monitor Progress Toward the Goal

Progress will be monitored through meetings with Mathematics teacher to analyze the ongoing classroom assessments and through District Interim Assessments to determine any changes in instruction, implementation, and differentiated instruction.

Person or Persons Responsible
Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Bi-weekly assessments, Baseline and Interim District Assessments, Student authentic work. Summative: Geometry EOC Exam

G18. Based on the Geometry EOC scores for 2013, 30% of students achieved a level 4 or higher. Our goal for the 2013-2014 school year is to increase by 2% in order to achieve a 32% of student proficiency.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- Casio Prizms graphing calculator
- Manipulatives
- iPad
- iPrep Mathematics Homeroom Activity
- After-school Tutoring

Targeted Barriers to Achieving the Goal
- According to the 2012 -2013 Geometry EOC district data, only 25% of students achieved a level 4 or higher.

Plan to Monitor Progress Toward the Goal

Progress will be monitored through meetings with Mathematics teacher to analyze the ongoing classroom assessments and through District Interim Assessments to determine any changes in instruction, implementation, and differentiated instruction.

Person or Persons Responsible
Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Bi-weekly assessments, Baseline and Interim District Assessments, Student authentic work. Summative: Geometry EOC Exam

G19. According to 2012-2013 Biology district data, 38% of students achieved proficiency in achievement level 3. Our goal for the 2013-2014 school year is to increase the amount of students by 2% to meet the target goal of 40%.

Targets Supported
- Science - Biology 1 EOC

Resources Available to Support the Goal
- Gizmos
- Biology text book
- Biology EOC Pacing Guide
- iPad
- iPrep Science Homeroom Activity
- After-school tutoring

Targeted Barriers to Achieving the Goal
- According to the 2012-2013 Biology EOC data, only 38% of students achieved a level 3.

Plan to Monitor Progress Toward the Goal

Progress will be monitored through meetings with Biology teacher to analyze the ongoing classroom assessments and through District Interim Assessments to determine any changes in instruction, implementation, and differentiated instruction.

Person or Persons Responsible
Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Mini-Asssessments, Student work and District Baseline/Interim Assessment Summative: Biology EOC Examination 2013

G20. According to 2012-2013 Biology district data, 25% of students scored at or above Achievement level 4. Our goal for the 2013-2014 school year is to increase the amount of students by 1% to meet an achievement level of 26%.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Gizmos
- Biology text book
- Biology EOC Pacing Guide
- iPad
- iPrep Science Homeroom Activity
- After-school tutoring

Targeted Barriers to Achieving the Goal

- According to the 2012-2013 Biology EOC data, only 25% of students achieved a level 4 or higher.

Plan to Monitor Progress Toward the Goal

Progress will be monitored through meetings with Biology teacher to analyze the ongoing classroom assessments and through District Interim Assessments to determine any changes in instruction, implementation, and differentiated instruction.

Person or Persons Responsible
Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Mini-Asssessments, Student work and District Baseline/Interim Assessment Summative: Biology EOC Examination 2013

G21. Our goal is to increase enrollment in AP courses, Dual Enrollment courses and Honor Courses.

Targets Supported

Resources Available to Support the Goal

- iNspire Speakers
- iPad / iPad Applications
- Discovery Learning
- Latin Builders Association Member Mentorship
- Partnerships with universities

Targeted Barriers to Achieving the Goal

- New students lack the knowledge business industry careers' real-world application.

Plan to Monitor Progress Toward the Goal

Progress will be monitored through meetings with CTE teacher to analyze the ongoing classroom assessments and mini-benchmark tests to determine any changes in instruction and implementation.

Person or Persons Responsible
Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Mini-Asssessments, and Student work.

G22. The school will maintain 100% enrollment of students in Career-related courses.

Targets Supported
- CTE

Resources Available to Support the Goal
- iNspire Speakers
- iPad
- Discovery Learning
- University visits/tours
- University Partnerships
- Career-realted courses

Targeted Barriers to Achieving the Goal
- New students lack the knowledge of career course real-world application.

Plan to Monitor Progress Toward the Goal

Progress will be monitored through meetings with CTE teacher to analyze the ongoing classroom assessments and mini-benchmark tests to determine any changes in instruction and implementation.

Person or Persons Responsible
Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Mini-Asssessments, and Student work.

G23. Our goal for the 2013-2014 is to increase STEM literacy for all students.

Targets Supported
- STEM
- STEM - High School

Resources Available to Support the Goal
- iNspire Speakers
- iPad
- Discovery Learning
- University visits/tours
- University Partnerships
- Career-realted courses

Targeted Barriers to Achieving the Goal
- New students lack the knowledge of career course real-world application.

Plan to Monitor Progress Toward the Goal

Progress will be monitored through meetings with CTE teacher to analyze the ongoing classroom assessments and mini-benchmark tests to determine any changes in instruction and implementation.

Person or Persons Responsible
Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Mini-Asssessments, and Student work.

G24. According to the Early Warning Systems data, 5%(2) of students missed 10 percent or more of available instructional time. Our goal for the 2013-2014 school year is to decrease that number by 1% for a targeted goal of 4%.

Targets Supported
- EWS
- EWS - High School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Barriers for this goal include illnesses and mandatory surgeries

Plan to Monitor Progress Toward the Goal

Progress will be monitored through student attendance reports

Person or Persons Responsible
Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Attendance Bulletin

G25. With the increase in tuition for the 2013-2014 school year, our goal is to maintain the total percentage of suspensions at 2%.

Targets Supported
- EWS
- EWS - High School

Resources Available to Support the Goal
- The student code of conduct

Targeted Barriers to Achieving the Goal
- After a careful analysis of the suspensions during the 2013-2014 school year, it was determined that a common cause for suspension was that students lack conflict-resolution strategies.

Plan to Monitor Progress Toward the Goal

Progress will be monitored through teacher and parent feedback.

Person or Persons Responsible
Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Parent sign-in Log/Parental Involvement Monthly School Report

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Based on 2013 FCAT Reading 2.0, 71% (23) of the students were proficient. Our goal, for the 2014 FCAT Reading 2.0 school is to increase by 3 percentage points to 74%.

G1.B1 Based on the 2013 FCAT Reading 2.0, 94% of the students made learning gains.

G1.B1.S1 During pre-reading, reading, and responding, students will utilize AP-strategies to help build their critical thinking abilities in fictional text (poetry, prose, short stories).

Action Step 1

The use of AP-graphic organizers such as SOAPSTone, TP-CASTT, & SIFT, will be implemented in the classroom, using the Springboard Curriculum to help students understand the author's craft when reading and analyzing fictional literature.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

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

LLT will meet with Language Arts/Reading teacher to analyze the ongoing classroom lessons and FCAT simulations.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Meetings Faculty Meetings

Plan to Monitor Effectiveness of G1.B1.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on students' knowledge of figurative language and close reading analysis of fictional text (prose & poetry). LLT will be monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from District assessments and teacher-made mini-benchmark tests.

Person or Persons Responsible

Language Arts Teacher Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Mini-Benchmark Assessment Data Interim Assessment Data FCAT 2.0 Assessment

G1.B1.S2 During all reading activity students will utilize metacognitive markers (*, !, ?) to track responses to texts.

Action Step 1

Classroom introduction of metacognitive markers will take place as a first lesson and will be on daily display in the classroom in order to reinforce their repeated use in use in the classroom.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S2

LLT will meet with Language Arts/Reading teacher to analyze the ongoing classroom lessons and FCAT simulations.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G1.B1.S2

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom observations during close reading activities and through classroom assessments that focus on students' knowledge of close reading analysis of fictional text (prose & poetry). LLT will be monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from District assessments and teacher-made mini-benchmark tests.

Person or Persons Responsible

Language Arts Teacher LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Mini-Benchmark Assessments

G1.B2 Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

G1.B2.S1 In class writing workshops and research projects will be assigned to allow exposure and practice with non-fiction text analysis.

Action Step 1

Using iPads, student will use the application "Inspiration Maps" to create concept maps during writing workshops and research projects as a tool to analyze non-fiction text.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Lesson Plans

Facilitator:

Chayma Gomez

Participants:

Faculty

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

LLT will meet with content area teacher to analyze the ongoing classroom lessons and student work.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Walkthroughs Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G1.B2.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on informational text standards. LLT will monitor the strategy's effectiveness through data driven discussions with the content area teachers about student progress using the results from District assessments and teacher made mini-benchmark tests.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Mini-Assessments Baseline and Interim District Assessments

G1.B3 Based on the 2013 FCAT Reading 2.0, 34% (13) of the students scored at achievement level 4 or higher.

G1.B3.S1 Through Springboard's Pre-AP activities, students will use thematic instruction to analyze and compare historically and culturally significant works of literature, identifying the relationships among the major themes.

Action Step 1

Springboard curriculum will be used to create lesson plans that have a blended method of instruction with NGSSS and Common Core.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

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

LLT will meet with Language Arts teacher to analyze the ongoing classroom lessons and AP strategies.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G1.B3.S1

Language Arts teacher will monitor effectiveness of strategy through Springboard Unit assessments that focus on student' critical reading and creative reading. LLT will monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from the District assessments, Springboard Unit Assessments and teacher-ade mini-benchmark tests.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Springboard Unit Assessments District Assessments Mini-Benchmark Assessments

G1.B4 CELLA scores from 2013 indicate that 83% of the students were proficient in listening/speaking.

G1.B4.S1 Students will complete daily language practice through teacher-led discussion groups, iPad voice recording practice, and at home practice with Rosetta Stone Program.

Action Step 1

Language Arts teacher will create lessons that will provide students with oral technique (i.e., cueing, modeling elicitation and chunking) and dialogue journal technique in which the student regularly communicates with the teacher.

Person or Persons Responsible

Langauge Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

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

LLT will meet with Language Arts teacher to analyze the ongoing classroom instruction, student work, and assessments.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk throughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G1.B4.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on students' oral participation in class and will continue to identify student weaknesses for further improvement. LLT will monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from Rosetta Stone assessments, Reading Plus reports, and FAIR reports

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Oral Presentations

G1.B5 CELLA scores from 2013 indicate that 20% of the students were proficient in reading.

G1.B5.S1 During pre-reading activities, students will utilize words maps and concept maps to help build their knowledge of word meanings and relationships.

Action Step 1

Language Arts teacher will teach students to use iPad application, Inspiration Maps & Paper 53 to aid students in creating word maps and concept maps of the unit and any other subject area content

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Student Work

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

LLT will meet with Language Arts teacher to analyze the ongoing classroom lessons and FCAT simulations.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G1.B5.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on vocabulary, reading application, literary analysis, and informational text features. LLT will monitor the strategy's effectiveness through data driven discussions with teacher about student progress, using the results from Reading Plus, FAIR reports, District assessments and teacher-made mini benchmark tests.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

ongoing

Evidence of Completion

Dissemination of Data Data Chats Common Planning Faculty Meetings

G1.B6 CELLA scores from 2013 indicate that 80% of the students were proficient in writing.

G1.B6.S1 Writing activities will be authentic topics that are relevant to real-world issues.

Action Step 1

The use of thematic writing portfolio will be implemented in the classroom as a means to document, reflect upon, and improve students' writing.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Lesson Plans

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

LLT wil meet with Language Arts teacher to analyze the ongoing instruction of writing workshops and look over student work from the thematic writing portfolio.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing Walkthroughs Lesson Plans Common Planning Faculty Meeting

Plan to Monitor Effectiveness of G1.B6.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom writing assessments. LLT will monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from writing assessments.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Writing Assessments Student Thematic Writing Portfolio

G2. Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for the Hispanic students subgroup by 3 percentage points from 73% to 76%

G2.B1 Based on the 2013 FCAT Reading 2.0, 94% of the students made learning gains.

G2.B1.S1 During pre-reading, reading, and responding, students will utilize AP-strategies to help build their critical thinking abilities in fictional text (poetry, prose, short stories).

Action Step 1

The use of AP-graphic organizers such as SOAPSTone, TP-CASTT, & SIFT, will be implemented in the classroom, using the Springboard Curriculum to help students understand the author's craft when reading and analyzing fictional literature.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

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

LLT will meet with Language Arts/Reading teacher to analyze the ongoing classroom lessons and FCAT simulations.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Meetings Faculty Meetings

Plan to Monitor Effectiveness of G2.B1.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on students' knowledge of figurative language and close reading analysis of fictional text (prose & poetry). LLT will be monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from District assessments and teacher-made mini-benchmark tests.

Person or Persons Responsible

Language Arts Teacher Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Mini-Benchmark Assessment Data Interim Assessment Data FCAT 2.0 Assessment

G2.B1.S2 During all reading activity students will utilize metacognitive markers (*, !, ?) to track responses to texts.

Action Step 1

Classroom introduction of metacognitive markers will take place as a first lesson and will be on daily display in the classroom in order to reinforce their repeated use in use in the classroom.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

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

LLT will meet with Language Arts/Reading teacher to analyze the ongoing classroom lessons and FCAT simulations.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G2.B1.S2

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom observations during close reading activities and through classroom assessments that focus on students' knowledge of close reading analysis of fictional text (prose & poetry). LLT will be monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from District assessments and teacher-made mini-benchmark tests.

Person or Persons Responsible

Language Arts Teacher LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Mini-Benchmark Assessments

G2.B2 Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

G2.B2.S1 In class writing workshops and research projects will be assigned to allow exposure and practice with non-fiction text analysis.

Action Step 1

Using iPads, student will use the application "Inspiration Maps" to create concept maps during writing workshops and research projects as a tool to analyze non-fiction text.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Lesson Plans

Facilitator:

Chayma Gomez

Participants:

Faculty

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

LLT will meet with content area teacher to analyze the ongoing classroom lessons and student work.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Walkthroughs Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G2.B2.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on informational text standards. LLT will monitor the strategy's effectiveness through data driven discussions with the content area teachers about student progress using the results from District assessments and teacher made mini-benchmark tests.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Mini-Assessments Baseline and Interim District Assessments

G2.B3 Based on the 2013 FCAT Reading 2.0, 34% (13) of the students scored at achievement level 4 or higher.

G2.B3.S1 Through Springboard's Pre-AP activities, students will use thematic instruction to analyze and compare historically and culturally significant works of literature, identifying the relationships among the major themes.

Action Step 1

Springboard curriculum will be used to create lesson plans that have a blended method of instruction with NGSSS and Common Core.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

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

LLT will meet with Language Arts teacher to analyze the ongoing classroom lessons and AP strategies.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G2.B3.S1

Language Arts teacher will monitor effectiveness of strategy through Springboard Unit assessments that focus on student' critical reading and creative reading. LLT will monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from the District assessments, Springboard Unit Assessments and teacher-ade mini-benchmark tests.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Springboard Unit Assessments District Assessments Mini-Benchmark Assessments

G2.B4 CELLA scores from 2013 indicate that 83% of the students were proficient in listening/speaking.

G2.B4.S1 Students will complete daily language practice through teacher-led discussion groups, iPad voice recording practice, and at home practice with Rosetta Stone Program.

Action Step 1

Language Arts teacher will create lessons that will provide students with oral technique (i.e., cueing, modeling elicitation and chunking) and dialogue journal technique in which the student regularly communicates with the teacher.

Person or Persons Responsible

Langauge Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B4.S1

LLT will meet with Language Arts teacher to analyze the ongoing classroom instruction, student work, and assessments.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk throughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G2.B4.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on students' oral participation in class and will continue to identify student weaknesses for further improvement. LLT will monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from Rosetta Stone assessments, Reading Plus reports, and FAIR reports

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Oral Presentations

G2.B5 CELLA scores from 2013 indicate that 20% of the students were proficient in reading.

G2.B5.S1 During pre-reading activities, students will utilize words maps and concept maps to help build their knowledge of word meanings and relationships.

Action Step 1

Language Arts teacher will teach students to use iPad application, Inspiration Maps & Paper 53 to aid students in creating word maps and concept maps of the unit and any other subject area content

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Student Work

Plan to Monitor Fidelity of Implementation of G2.B5.S1

LLT will meet with Language Arts teacher to analyze the ongoing classroom lessons and FCAT simulations.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G2.B5.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on vocabulary, reading application, literary analysis, and informational text features. LLT will monitor the strategy's effectiveness through data driven discussions with teacher about student progress, using the results from Reading Plus, FAIR reports, District assessments and teacher-made mini benchmark tests.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

ongoing

Evidence of Completion

Dissemination of Data Data Chats Common Planning Faculty Meetings

G2.B6 CELLA scores from 2013 indicate that 80% of the students were proficient in writing.

G2.B6.S1 Writing activities will be authentic topics that are relevant to real-world issues.

Action Step 1

The use of thematic writing portfolio will be implemented in the classroom as a means to document, reflect upon, and improve students' writing.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B6.S1

LLT wil meet with Language Arts teacher to analyze the ongoing instruction of writing workshops and look over student work from the thematic writing portfolio.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing Walkthroughs Lesson Plans Common Planning Faculty Meeting

Plan to Monitor Effectiveness of G2.B6.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom writing assessments. LLT will monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from writing assessments.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Writing Assessments Student Thematic Writing Portfolio

G3. Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for the Economically Disadvantaged students subgroup by 3 percentage points from 68% to 71%.

G3.B1 Based on the 2013 FCAT Reading 2.0, 94% of the students made learning gains.

G3.B1.S1 During pre-reading, reading, and responding, students will utilize AP-strategies to help build their critical thinking abilities in fictional text (poetry, prose, short stories).

Action Step 1

The use of AP-graphic organizers such as SOAPSTone, TP-CASTT, & SIFT, will be implemented in the classroom, using the Springboard Curriculum to help students understand the author's craft when reading and analyzing fictional literature.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

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

LLT will meet with Language Arts/Reading teacher to analyze the ongoing classroom lessons and FCAT simulations.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Meetings Faculty Meetings

Plan to Monitor Effectiveness of G3.B1.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on students' knowledge of figurative language and close reading analysis of fictional text (prose & poetry). LLT will be monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from District assessments and teacher-made mini-benchmark tests.

Person or Persons Responsible

Language Arts Teacher Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Mini-Benchmark Assessment Data Interim Assessment Data FCAT 2.0 Assessment

G3.B1.S2 During all reading activity students will utilize metacognitive markers (*, !, ?) to track responses to texts.

Action Step 1

Classroom introduction of metacognitive markers will take place as a first lesson and will be on daily display in the classroom in order to reinforce their repeated use in use in the classroom.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

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

LLT will meet with Language Arts/Reading teacher to analyze the ongoing classroom lessons and FCAT simulations.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G3.B1.S2

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom observations during close reading activities and through classroom assessments that focus on students' knowledge of close reading analysis of fictional text (prose & poetry). LLT will be monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from District assessments and teacher-made mini-benchmark tests.

Person or Persons Responsible

Language Arts Teacher LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Mini-Benchmark Assessments

G3.B2 Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

G3.B2.S1 In class writing workshops and research projects will be assigned to allow exposure and practice with non-fiction text analysis.

Action Step 1

Using iPads, student will use the application "Inspiration Maps" to create concept maps during writing workshops and research projects as a tool to analyze non-fiction text.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Lesson Plans

Facilitator:

Chayma Gomez

Participants:

Faculty

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

LLT will meet with content area teacher to analyze the ongoing classroom lessons and student work.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Walkthroughs Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G3.B2.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on informational text standards. LLT will monitor the strategy's effectiveness through data driven discussions with the content area teachers about student progress using the results from District assessments and teacher made mini-benchmark tests.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Mini-Assessments Baseline and Interim District Assessments

G3.B3 Based on the 2013 FCAT Reading 2.0, 34% (13) of the students scored at achievement level 4 or higher.

G3.B3.S1 Through Springboard's Pre-AP activities, students will use thematic instruction to analyze and compare historically and culturally significant works of literature, identifying the relationships among the major themes.

Action Step 1

Springboard curriculum will be used to create lesson plans that have a blended method of instruction with NGSSS and Common Core.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

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

LLT will meet with Language Arts teacher to analyze the ongoing classroom lessons and AP strategies.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G3.B3.S1

Language Arts teacher will monitor effectiveness of strategy through Springboard Unit assessments that focus on student' critical reading and creative reading. LLT will monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from the District assessments, Springboard Unit Assessments and teacher-ade mini-benchmark tests.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Springboard Unit Assessments District Assessments Mini-Benchmark Assessments

G3.B4 CELLA scores from 2013 indicate that 83% of the students were proficient in listening/speaking.

G3.B4.S1 Students will complete daily language practice through teacher-led discussion groups, iPad voice recording practice, and at home practice with Rosetta Stone Program.

Action Step 1

Language Arts teacher will create lessons that will provide students with oral technique (i.e., cueing, modeling elicitation and chunking) and dialogue journal technique in which the student regularly communicates with the teacher.

Person or Persons Responsible

Langauge Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

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

LLT will meet with Language Arts teacher to analyze the ongoing classroom instruction, student work, and assessments.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk throughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G3.B4.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on students' oral participation in class and will continue to identify student weaknesses for further improvement. LLT will monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from Rosetta Stone assessments, Reading Plus reports, and FAIR reports

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Oral Presentations

G3.B5 CELLA scores from 2013 indicate that 20% of the students were proficient in reading.

G3.B5.S1 During pre-reading activities, students will utilize words maps and concept maps to help build their knowledge of word meanings and relationships.

Action Step 1

Language Arts teacher will teach students to use iPad application, Inspiration Maps & Paper 53 to aid students in creating word maps and concept maps of the unit and any other subject area content

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Student Work

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

LLT will meet with Language Arts teacher to analyze the ongoing classroom lessons and FCAT simulations.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G3.B5.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on vocabulary, reading application, literary analysis, and informational text features. LLT will monitor the strategy's effectiveness through data driven discussions with teacher about student progress, using the results from Reading Plus, FAIR reports, District assessments and teacher-made mini benchmark tests.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

ongoing

Evidence of Completion

Dissemination of Data Data Chats Common Planning Faculty Meetings

G3.B6 CELLA scores from 2013 indicate that 80% of the students were proficient in writing.

G3.B6.S1 Writing activities will be authentic topics that are relevant to real-world issues.

Action Step 1

The use of thematic writing portfolio will be implemented in the classroom as a means to document, reflect upon, and improve students' writing.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Lesson Plans

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

LLT wil meet with Language Arts teacher to analyze the ongoing instruction of writing workshops and look over student work from the thematic writing portfolio.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing Walkthroughs Lesson Plans Common Planning Faculty Meeting

Plan to Monitor Effectiveness of G3.B6.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom writing assessments. LLT will monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from writing assessments.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Writing Assessments Student Thematic Writing Portfolio

G4. Our goal for the 2013-2014 school year is to increase the amount of all students and lowest 25% making learning gains in reading for the 2014 FCAT 2.0 by 1% from 94% to 95%.

G4.B1 Based on the 2013 FCAT Reading 2.0, 94% of the students made learning gains.

G4.B1.S1 During pre-reading, reading, and responding, students will utilize AP-strategies to help build their critical thinking abilities in fictional text (poetry, prose, short stories).

Action Step 1

The use of AP-graphic organizers such as SOAPSTone, TP-CASTT, & SIFT, will be implemented in the classroom, using the Springboard Curriculum to help students understand the author's craft when reading and analyzing fictional literature.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

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

LLT will meet with Language Arts/Reading teacher to analyze the ongoing classroom lessons and FCAT simulations.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Meetings Faculty Meetings

Plan to Monitor Effectiveness of G4.B1.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on students' knowledge of figurative language and close reading analysis of fictional text (prose & poetry). LLT will be monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from District assessments and teacher-made mini-benchmark tests.

Person or Persons Responsible

Language Arts Teacher Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Mini-Benchmark Assessment Data Interim Assessment Data FCAT 2.0 Assessment

G4.B1.S2 During all reading activity students will utilize metacognitive markers (*, !, ?) to track responses to texts.

Action Step 1

Classroom introduction of metacognitive markers will take place as a first lesson and will be on daily display in the classroom in order to reinforce their repeated use in use in the classroom.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G4.B1.S2

LLT will meet with Language Arts/Reading teacher to analyze the ongoing classroom lessons and FCAT simulations.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G4.B1.S2

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom observations during close reading activities and through classroom assessments that focus on students' knowledge of close reading analysis of fictional text (prose & poetry). LLT will be monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from District assessments and teacher-made mini-benchmark tests.

Person or Persons Responsible

Language Arts Teacher LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Mini-Benchmark Assessments

G4.B2 Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

G4.B2.S1 In class writing workshops and research projects will be assigned to allow exposure and practice with non-fiction text analysis.

Action Step 1

Using iPads, student will use the application "Inspiration Maps" to create concept maps during writing workshops and research projects as a tool to analyze non-fiction text.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Lesson Plans

Facilitator:

Chayma Gomez

Participants:

Faculty

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

LLT will meet with content area teacher to analyze the ongoing classroom lessons and student work.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Walkthroughs Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G4.B2.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on informational text standards. LLT will monitor the strategy's effectiveness through data driven discussions with the content area teachers about student progress using the results from District assessments and teacher made mini-benchmark tests.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Mini-Assessments Baseline and Interim District Assessments

G4.B3 Based on the 2013 FCAT Reading 2.0, 34% (13) of the students scored at achievement level 4 or higher.

G4.B3.S1 Through Springboard's Pre-AP activities, students will use thematic instruction to analyze and compare historically and culturally significant works of literature, identifying the relationships among the major themes.

Action Step 1

Springboard curriculum will be used to create lesson plans that have a blended method of instruction with NGSSS and Common Core.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G4.B3.S1

LLT will meet with Language Arts teacher to analyze the ongoing classroom lessons and AP strategies.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G4.B3.S1

Language Arts teacher will monitor effectiveness of strategy through Springboard Unit assessments that focus on student' critical reading and creative reading. LLT will monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from the District assessments, Springboard Unit Assessments and teacher-ade mini-benchmark tests.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Springboard Unit Assessments District Assessments Mini-Benchmark Assessments

G4.B4 CELLA scores from 2013 indicate that 83% of the students were proficient in listening/speaking.

G4.B4.S1 Students will complete daily language practice through teacher-led discussion groups, iPad voice recording practice, and at home practice with Rosetta Stone Program.

Action Step 1

Language Arts teacher will create lessons that will provide students with oral technique (i.e., cueing, modeling elicitation and chunking) and dialogue journal technique in which the student regularly communicates with the teacher.

Person or Persons Responsible

Langauge Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G4.B4.S1

LLT will meet with Language Arts teacher to analyze the ongoing classroom instruction, student work, and assessments.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk throughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G4.B4.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on students' oral participation in class and will continue to identify student weaknesses for further improvement. LLT will monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from Rosetta Stone assessments, Reading Plus reports, and FAIR reports

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Oral Presentations

G4.B5 CELLA scores from 2013 indicate that 20% of the students were proficient in reading.

G4.B5.S1 During pre-reading activities, students will utilize words maps and concept maps to help build their knowledge of word meanings and relationships.

Action Step 1

Language Arts teacher will teach students to use iPad application, Inspiration Maps & Paper 53 to aid students in creating word maps and concept maps of the unit and any other subject area content

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Student Work

Plan to Monitor Fidelity of Implementation of G4.B5.S1

LLT will meet with Language Arts teacher to analyze the ongoing classroom lessons and FCAT simulations.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G4.B5.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on vocabulary, reading application, literary analysis, and informational text features. LLT will monitor the strategy's effectiveness through data driven discussions with teacher about student progress, using the results from Reading Plus, FAIR reports, District assessments and teacher-made mini benchmark tests.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

ongoing

Evidence of Completion

Dissemination of Data Data Chats Common Planning Faculty Meetings

G4.B6 CELLA scores from 2013 indicate that 80% of the students were proficient in writing.

G4.B6.S1 Writing activities will be authentic topics that are relevant to real-world issues.

Action Step 1

The use of thematic writing portfolio will be implemented in the classroom as a means to document, reflect upon, and improve students' writing.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Lesson Plans

Plan to Monitor Fidelity of Implementation of G4.B6.S1

LLT wil meet with Language Arts teacher to analyze the ongoing instruction of writing workshops and look over student work from the thematic writing portfolio.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing Walkthroughs Lesson Plans Common Planning Faculty Meeting

Plan to Monitor Effectiveness of G4.B6.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom writing assessments. LLT will monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from writing assessments.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Writing Assessments Student Thematic Writing Portfolio

G5. Based on the 2013 FCAT Reading 2.0, 32% (12) of students achieved a level 3. Our goal for the 2013-2014 school year is to increase the amount of students achieving a level 3 by 2 percentage points for a targeted goal of 34%

G5.B1 Based on the 2013 FCAT Reading 2.0, 94% of the students made learning gains.

G5.B1.S1 During pre-reading, reading, and responding, students will utilize AP-strategies to help build their critical thinking abilities in fictional text (poetry, prose, short stories).

Action Step 1

The use of AP-graphic organizers such as SOAPSTone, TP-CASTT, & SIFT, will be implemented in the classroom, using the Springboard Curriculum to help students understand the author's craft when reading and analyzing fictional literature.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

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

LLT will meet with Language Arts/Reading teacher to analyze the ongoing classroom lessons and FCAT simulations.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Meetings Faculty Meetings

Plan to Monitor Effectiveness of G5.B1.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on students' knowledge of figurative language and close reading analysis of fictional text (prose & poetry). LLT will be monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from District assessments and teacher-made mini-benchmark tests.

Person or Persons Responsible

Language Arts Teacher Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Mini-Benchmark Assessment Data Interim Assessment Data FCAT 2.0 Assessment

G5.B1.S2 During all reading activity students will utilize metacognitive markers (*, !, ?) to track responses to texts.

Action Step 1

Classroom introduction of metacognitive markers will take place as a first lesson and will be on daily display in the classroom in order to reinforce their repeated use in use in the classroom.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G5.B1.S2

LLT will meet with Language Arts/Reading teacher to analyze the ongoing classroom lessons and FCAT simulations.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G5.B1.S2

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom observations during close reading activities and through classroom assessments that focus on students' knowledge of close reading analysis of fictional text (prose & poetry). LLT will be monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from District assessments and teacher-made mini-benchmark tests.

Person or Persons Responsible

Language Arts Teacher LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Mini-Benchmark Assessments

G5.B2 Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

G5.B2.S1 In class writing workshops and research projects will be assigned to allow exposure and practice with non-fiction text analysis.

Action Step 1

Using iPads, student will use the application "Inspiration Maps" to create concept maps during writing workshops and research projects as a tool to analyze non-fiction text.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Lesson Plans

Facilitator:

Chayma Gomez

Participants:

Faculty

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

LLT will meet with content area teacher to analyze the ongoing classroom lessons and student work.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Walkthroughs Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G5.B2.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on informational text standards. LLT will monitor the strategy's effectiveness through data driven discussions with the content area teachers about student progress using the results from District assessments and teacher made mini-benchmark tests.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Mini-Assessments Baseline and Interim District Assessments

G5.B3 Based on the 2013 FCAT Reading 2.0, 34% (13) of the students scored at achievement level 4 or higher.

G5.B3.S1 Through Springboard's Pre-AP activities, students will use thematic instruction to analyze and compare historically and culturally significant works of literature, identifying the relationships among the major themes.

Action Step 1

Springboard curriculum will be used to create lesson plans that have a blended method of instruction with NGSSS and Common Core.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G5.B3.S1

LLT will meet with Language Arts teacher to analyze the ongoing classroom lessons and AP strategies.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G5.B3.S1

Language Arts teacher will monitor effectiveness of strategy through Springboard Unit assessments that focus on student' critical reading and creative reading. LLT will monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from the District assessments, Springboard Unit Assessments and teacher-ade mini-benchmark tests.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Springboard Unit Assessments District Assessments Mini-Benchmark Assessments

G5.B4 CELLA scores from 2013 indicate that 83% of the students were proficient in listening/speaking.

G5.B4.S1 Students will complete daily language practice through teacher-led discussion groups, iPad voice recording practice, and at home practice with Rosetta Stone Program.

Action Step 1

Language Arts teacher will create lessons that will provide students with oral technique (i.e., cueing, modeling elicitation and chunking) and dialogue journal technique in which the student regularly communicates with the teacher.

Person or Persons Responsible

Langauge Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G5.B4.S1

LLT will meet with Language Arts teacher to analyze the ongoing classroom instruction, student work, and assessments.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk throughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G5.B4.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on students' oral participation in class and will continue to identify student weaknesses for further improvement. LLT will monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from Rosetta Stone assessments, Reading Plus reports, and FAIR reports

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Oral Presentations

G5.B5 CELLA scores from 2013 indicate that 20% of the students were proficient in reading.

G5.B5.S1 During pre-reading activities, students will utilize words maps and concept maps to help build their knowledge of word meanings and relationships.

Action Step 1

Language Arts teacher will teach students to use iPad application, Inspiration Maps & Paper 53 to aid students in creating word maps and concept maps of the unit and any other subject area content

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Student Work

Plan to Monitor Fidelity of Implementation of G5.B5.S1

LLT will meet with Language Arts teacher to analyze the ongoing classroom lessons and FCAT simulations.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G5.B5.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on vocabulary, reading application, literary analysis, and informational text features. LLT will monitor the strategy's effectiveness through data driven discussions with teacher about student progress, using the results from Reading Plus, FAIR reports, District assessments and teacher-made mini benchmark tests.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

ongoing

Evidence of Completion

Dissemination of Data Data Chats Common Planning Faculty Meetings

G5.B6 CELLA scores from 2013 indicate that 80% of the students were proficient in writing.

G5.B6.S1 Writing activities will be authentic topics that are relevant to real-world issues.

Action Step 1

The use of thematic writing portfolio will be implemented in the classroom as a means to document, reflect upon, and improve students' writing.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Lesson Plans

Plan to Monitor Fidelity of Implementation of G5.B6.S1

LLT wil meet with Language Arts teacher to analyze the ongoing instruction of writing workshops and look over student work from the thematic writing portfolio.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing Walkthroughs Lesson Plans Common Planning Faculty Meeting

Plan to Monitor Effectiveness of G5.B6.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom writing assessments. LLT will monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from writing assessments.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Writing Assessments Student Thematic Writing Portfolio

G6. Based on the 2013 FCAT Reading 2.0, 34% (13) of students achieved a level 4. Our goal for the 2013-2014 school year is to increase the amount of students achieving a level 4 by 1 percentage point for a targeted goal of 35%.

G6.B1 Based on the 2013 FCAT Reading 2.0, 94% of the students made learning gains.

G6.B1.S1 During pre-reading, reading, and responding, students will utilize AP-strategies to help build their critical thinking abilities in fictional text (poetry, prose, short stories).

Action Step 1

The use of AP-graphic organizers such as SOAPSTone, TP-CASTT, & SIFT, will be implemented in the classroom, using the Springboard Curriculum to help students understand the author's craft when reading and analyzing fictional literature.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

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

LLT will meet with Language Arts/Reading teacher to analyze the ongoing classroom lessons and FCAT simulations.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Meetings Faculty Meetings

Plan to Monitor Effectiveness of G6.B1.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on students' knowledge of figurative language and close reading analysis of fictional text (prose & poetry). LLT will be monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from District assessments and teacher-made mini-benchmark tests.

Person or Persons Responsible

Language Arts Teacher Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Mini-Benchmark Assessment Data Interim Assessment Data FCAT 2.0 Assessment

G6.B1.S2 During all reading activity students will utilize metacognitive markers (*, !, ?) to track responses to texts.

Action Step 1

Classroom introduction of metacognitive markers will take place as a first lesson and will be on daily display in the classroom in order to reinforce their repeated use in use in the classroom.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G6.B1.S2

LLT will meet with Language Arts/Reading teacher to analyze the ongoing classroom lessons and FCAT simulations.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G6.B1.S2

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom observations during close reading activities and through classroom assessments that focus on students' knowledge of close reading analysis of fictional text (prose & poetry). LLT will be monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from District assessments and teacher-made mini-benchmark tests.

Person or Persons Responsible

Language Arts Teacher LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Mini-Benchmark Assessments

G6.B2 Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

G6.B2.S1 In class writing workshops and research projects will be assigned to allow exposure and practice with non-fiction text analysis.

Action Step 1

Using iPads, student will use the application "Inspiration Maps" to create concept maps during writing workshops and research projects as a tool to analyze non-fiction text.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Lesson Plans

Facilitator:

Chayma Gomez

Participants:

Faculty

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

LLT will meet with content area teacher to analyze the ongoing classroom lessons and student work.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Walkthroughs Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G6.B2.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on informational text standards. LLT will monitor the strategy's effectiveness through data driven discussions with the content area teachers about student progress using the results from District assessments and teacher made mini-benchmark tests.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Mini-Assessments Baseline and Interim District Assessments

G6.B3 Based on the 2013 FCAT Reading 2.0, 34% (13) of the students scored at achievement level 4 or higher.

G6.B3.S1 Through Springboard's Pre-AP activities, students will use thematic instruction to analyze and compare historically and culturally significant works of literature, identifying the relationships among the major themes.

Action Step 1

Springboard curriculum will be used to create lesson plans that have a blended method of instruction with NGSSS and Common Core.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

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

LLT will meet with Language Arts teacher to analyze the ongoing classroom lessons and AP strategies.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G6.B3.S1

Language Arts teacher will monitor effectiveness of strategy through Springboard Unit assessments that focus on student' critical reading and creative reading. LLT will monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from the District assessments, Springboard Unit Assessments and teacher-ade mini-benchmark tests.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Springboard Unit Assessments District Assessments Mini-Benchmark Assessments

G6.B4 CELLA scores from 2013 indicate that 83% of the students were proficient in listening/speaking.

G6.B4.S1 Students will complete daily language practice through teacher-led discussion groups, iPad voice recording practice, and at home practice with Rosetta Stone Program.

Action Step 1

Language Arts teacher will create lessons that will provide students with oral technique (i.e., cueing, modeling elicitation and chunking) and dialogue journal technique in which the student regularly communicates with the teacher.

Person or Persons Responsible

Langauge Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

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

LLT will meet with Language Arts teacher to analyze the ongoing classroom instruction, student work, and assessments.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk throughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G6.B4.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on students' oral participation in class and will continue to identify student weaknesses for further improvement. LLT will monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from Rosetta Stone assessments, Reading Plus reports, and FAIR reports

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Oral Presentations

G6.B5 CELLA scores from 2013 indicate that 20% of the students were proficient in reading.

G6.B5.S1 During pre-reading activities, students will utilize words maps and concept maps to help build their knowledge of word meanings and relationships.

Action Step 1

Language Arts teacher will teach students to use iPad application, Inspiration Maps & Paper 53 to aid students in creating word maps and concept maps of the unit and any other subject area content

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Student Work

Plan to Monitor Fidelity of Implementation of G6.B5.S1

LLT will meet with Language Arts teacher to analyze the ongoing classroom lessons and FCAT simulations.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G6.B5.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on vocabulary, reading application, literary analysis, and informational text features. LLT will monitor the strategy's effectiveness through data driven discussions with teacher about student progress, using the results from Reading Plus, FAIR reports, District assessments and teacher-made mini benchmark tests.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

ongoing

Evidence of Completion

Dissemination of Data Data Chats Common Planning Faculty Meetings

G6.B6 CELLA scores from 2013 indicate that 80% of the students were proficient in writing.

G6.B6.S1 Writing activities will be authentic topics that are relevant to real-world issues.

Action Step 1

The use of thematic writing portfolio will be implemented in the classroom as a means to document, reflect upon, and improve students' writing.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Lesson Plans

Plan to Monitor Fidelity of Implementation of G6.B6.S1

LLT wil meet with Language Arts teacher to analyze the ongoing instruction of writing workshops and look over student work from the thematic writing portfolio.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing Walkthroughs Lesson Plans Common Planning Faculty Meeting

Plan to Monitor Effectiveness of G6.B6.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom writing assessments. LLT will monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from writing assessments.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Writing Assessments Student Thematic Writing Portfolio

G7. Based on the 2013 CELLA, 83% of the ELL students were proficient in listening and speaking. Our goal for the 2014 CELLA is to increase the number of students proficient by 1 percentage point to 83%.

G7.B1 Based on the 2013 FCAT Reading 2.0, 94% of the students made learning gains.

G7.B1.S1 During pre-reading, reading, and responding, students will utilize AP-strategies to help build their critical thinking abilities in fictional text (poetry, prose, short stories).

Action Step 1

The use of AP-graphic organizers such as SOAPSTone, TP-CASTT, & SIFT, will be implemented in the classroom, using the Springboard Curriculum to help students understand the author's craft when reading and analyzing fictional literature.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

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

LLT will meet with Language Arts/Reading teacher to analyze the ongoing classroom lessons and FCAT simulations.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Meetings Faculty Meetings

Plan to Monitor Effectiveness of G7.B1.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on students' knowledge of figurative language and close reading analysis of fictional text (prose & poetry). LLT will be monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from District assessments and teacher-made mini-benchmark tests.

Person or Persons Responsible

Language Arts Teacher Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Mini-Benchmark Assessment Data Interim Assessment Data FCAT 2.0 Assessment

G7.B1.S2 During all reading activity students will utilize metacognitive markers (*, !, ?) to track responses to texts.

Action Step 1

Classroom introduction of metacognitive markers will take place as a first lesson and will be on daily display in the classroom in order to reinforce their repeated use in use in the classroom.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G7.B1.S2

LLT will meet with Language Arts/Reading teacher to analyze the ongoing classroom lessons and FCAT simulations.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G7.B1.S2

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom observations during close reading activities and through classroom assessments that focus on students' knowledge of close reading analysis of fictional text (prose & poetry). LLT will be monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from District assessments and teacher-made mini-benchmark tests.

Person or Persons Responsible

Language Arts Teacher LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Mini-Benchmark Assessments

G7.B2 Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

G7.B2.S1 In class writing workshops and research projects will be assigned to allow exposure and practice with non-fiction text analysis.

Action Step 1

Using iPads, student will use the application "Inspiration Maps" to create concept maps during writing workshops and research projects as a tool to analyze non-fiction text.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Lesson Plans

Facilitator:

Chayma Gomez

Participants:

Faculty

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

LLT will meet with content area teacher to analyze the ongoing classroom lessons and student work.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Walkthroughs Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G7.B2.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on informational text standards. LLT will monitor the strategy's effectiveness through data driven discussions with the content area teachers about student progress using the results from District assessments and teacher made mini-benchmark tests.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Mini-Assessments Baseline and Interim District Assessments

G7.B3 Based on the 2013 FCAT Reading 2.0, 34% (13) of the students scored at achievement level 4 or higher.

G7.B3.S1 Through Springboard's Pre-AP activities, students will use thematic instruction to analyze and compare historically and culturally significant works of literature, identifying the relationships among the major themes.

Action Step 1

Springboard curriculum will be used to create lesson plans that have a blended method of instruction with NGSSS and Common Core.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G7.B3.S1

LLT will meet with Language Arts teacher to analyze the ongoing classroom lessons and AP strategies.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G7.B3.S1

Language Arts teacher will monitor effectiveness of strategy through Springboard Unit assessments that focus on student' critical reading and creative reading. LLT will monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from the District assessments, Springboard Unit Assessments and teacher-ade mini-benchmark tests.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Springboard Unit Assessments District Assessments Mini-Benchmark Assessments

G7.B4 CELLA scores from 2013 indicate that 83% of the students were proficient in listening/speaking.

G7.B4.S1 Students will complete daily language practice through teacher-led discussion groups, iPad voice recording practice, and at home practice with Rosetta Stone Program.

Action Step 1

Language Arts teacher will create lessons that will provide students with oral technique (i.e., cueing, modeling elicitation and chunking) and dialogue journal technique in which the student regularly communicates with the teacher.

Person or Persons Responsible

Langauge Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G7.B4.S1

LLT will meet with Language Arts teacher to analyze the ongoing classroom instruction, student work, and assessments.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk throughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G7.B4.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on students' oral participation in class and will continue to identify student weaknesses for further improvement. LLT will monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from Rosetta Stone assessments, Reading Plus reports, and FAIR reports

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Oral Presentations

G7.B5 CELLA scores from 2013 indicate that 20% of the students were proficient in reading.

G7.B5.S1 During pre-reading activities, students will utilize words maps and concept maps to help build their knowledge of word meanings and relationships.

Action Step 1

Language Arts teacher will teach students to use iPad application, Inspiration Maps & Paper 53 to aid students in creating word maps and concept maps of the unit and any other subject area content

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Student Work

Plan to Monitor Fidelity of Implementation of G7.B5.S1

LLT will meet with Language Arts teacher to analyze the ongoing classroom lessons and FCAT simulations.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G7.B5.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on vocabulary, reading application, literary analysis, and informational text features. LLT will monitor the strategy's effectiveness through data driven discussions with teacher about student progress, using the results from Reading Plus, FAIR reports, District assessments and teacher-made mini benchmark tests.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

ongoing

Evidence of Completion

Dissemination of Data Data Chats Common Planning Faculty Meetings

G7.B6 CELLA scores from 2013 indicate that 80% of the students were proficient in writing.

G7.B6.S1 Writing activities will be authentic topics that are relevant to real-world issues.

Action Step 1

The use of thematic writing portfolio will be implemented in the classroom as a means to document, reflect upon, and improve students' writing.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Lesson Plans

Plan to Monitor Fidelity of Implementation of G7.B6.S1

LLT wil meet with Language Arts teacher to analyze the ongoing instruction of writing workshops and look over student work from the thematic writing portfolio.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing Walkthroughs Lesson Plans Common Planning Faculty Meeting

Plan to Monitor Effectiveness of G7.B6.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom writing assessments. LLT will monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from writing assessments.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Writing Assessments Student Thematic Writing Portfolio

G8. Based on the 2013 CELLA, 20% of the ELL students were proficient in reading. Our goal for the 2014 CELLA is to increase the number of students proficient by 5 percentage points to 25%.

G8.B1 Based on the 2013 FCAT Reading 2.0, 94% of the students made learning gains.

G8.B1.S1 During pre-reading, reading, and responding, students will utilize AP-strategies to help build their critical thinking abilities in fictional text (poetry, prose, short stories).

Action Step 1

The use of AP-graphic organizers such as SOAPSTone, TP-CASTT, & SIFT, will be implemented in the classroom, using the Springboard Curriculum to help students understand the author's craft when reading and analyzing fictional literature.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

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

LLT will meet with Language Arts/Reading teacher to analyze the ongoing classroom lessons and FCAT simulations.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Meetings Faculty Meetings

Plan to Monitor Effectiveness of G8.B1.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on students' knowledge of figurative language and close reading analysis of fictional text (prose & poetry). LLT will be monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from District assessments and teacher-made mini-benchmark tests.

Person or Persons Responsible

Language Arts Teacher Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Mini-Benchmark Assessment Data Interim Assessment Data FCAT 2.0 Assessment

G8.B1.S2 During all reading activity students will utilize metacognitive markers (*, !, ?) to track responses to texts.

Action Step 1

Classroom introduction of metacognitive markers will take place as a first lesson and will be on daily display in the classroom in order to reinforce their repeated use in use in the classroom.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G8.B1.S2

LLT will meet with Language Arts/Reading teacher to analyze the ongoing classroom lessons and FCAT simulations.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G8.B1.S2

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom observations during close reading activities and through classroom assessments that focus on students' knowledge of close reading analysis of fictional text (prose & poetry). LLT will be monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from District assessments and teacher-made mini-benchmark tests.

Person or Persons Responsible

Language Arts Teacher LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Mini-Benchmark Assessments

G8.B2 Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

G8.B2.S1 In class writing workshops and research projects will be assigned to allow exposure and practice with non-fiction text analysis.

Action Step 1

Using iPads, student will use the application "Inspiration Maps" to create concept maps during writing workshops and research projects as a tool to analyze non-fiction text.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Lesson Plans

Facilitator:

Chayma Gomez

Participants:

Faculty

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

LLT will meet with content area teacher to analyze the ongoing classroom lessons and student work.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Walkthroughs Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G8.B2.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on informational text standards. LLT will monitor the strategy's effectiveness through data driven discussions with the content area teachers about student progress using the results from District assessments and teacher made mini-benchmark tests.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Mini-Assessments Baseline and Interim District Assessments

G8.B3 Based on the 2013 FCAT Reading 2.0, 34% (13) of the students scored at achievement level 4 or higher.

G8.B3.S1 Through Springboard's Pre-AP activities, students will use thematic instruction to analyze and compare historically and culturally significant works of literature, identifying the relationships among the major themes.

Action Step 1

Springboard curriculum will be used to create lesson plans that have a blended method of instruction with NGSSS and Common Core.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G8.B3.S1

LLT will meet with Language Arts teacher to analyze the ongoing classroom lessons and AP strategies.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G8.B3.S1

Language Arts teacher will monitor effectiveness of strategy through Springboard Unit assessments that focus on student' critical reading and creative reading. LLT will monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from the District assessments, Springboard Unit Assessments and teacher-ade mini-benchmark tests.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Springboard Unit Assessments District Assessments Mini-Benchmark Assessments

G8.B4 CELLA scores from 2013 indicate that 83% of the students were proficient in listening/speaking.

G8.B4.S1 Students will complete daily language practice through teacher-led discussion groups, iPad voice recording practice, and at home practice with Rosetta Stone Program.

Action Step 1

Language Arts teacher will create lessons that will provide students with oral technique (i.e., cueing, modeling elicitation and chunking) and dialogue journal technique in which the student regularly communicates with the teacher.

Person or Persons Responsible

Langauge Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G8.B4.S1

LLT will meet with Language Arts teacher to analyze the ongoing classroom instruction, student work, and assessments.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk throughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G8.B4.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on students' oral participation in class and will continue to identify student weaknesses for further improvement. LLT will monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from Rosetta Stone assessments, Reading Plus reports, and FAIR reports

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Oral Presentations

G8.B5 CELLA scores from 2013 indicate that 20% of the students were proficient in reading.

G8.B5.S1 During pre-reading activities, students will utilize words maps and concept maps to help build their knowledge of word meanings and relationships.

Action Step 1

Language Arts teacher will teach students to use iPad application, Inspiration Maps & Paper 53 to aid students in creating word maps and concept maps of the unit and any other subject area content

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Student Work

Plan to Monitor Fidelity of Implementation of G8.B5.S1

LLT will meet with Language Arts teacher to analyze the ongoing classroom lessons and FCAT simulations.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G8.B5.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on vocabulary, reading application, literary analysis, and informational text features. LLT will monitor the strategy's effectiveness through data driven discussions with teacher about student progress, using the results from Reading Plus, FAIR reports, District assessments and teacher-made mini benchmark tests.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

ongoing

Evidence of Completion

Dissemination of Data Data Chats Common Planning Faculty Meetings

G8.B6 CELLA scores from 2013 indicate that 80% of the students were proficient in writing.

G8.B6.S1 Writing activities will be authentic topics that are relevant to real-world issues.

Action Step 1

The use of thematic writing portfolio will be implemented in the classroom as a means to document, reflect upon, and improve students' writing.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Lesson Plans

Plan to Monitor Fidelity of Implementation of G8.B6.S1

LLT wil meet with Language Arts teacher to analyze the ongoing instruction of writing workshops and look over student work from the thematic writing portfolio.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing Walkthroughs Lesson Plans Common Planning Faculty Meeting

Plan to Monitor Effectiveness of G8.B6.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom writing assessments. LLT will monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from writing assessments.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Writing Assessments Student Thematic Writing Portfolio

G9. Based on the 2013 CELLA, 80% of the ELL students were proficient in writing. Our goal for the 2014 CELLA is to increase the number of students proficient by 1 percentage point to 81%.

G9.B1 Based on the 2013 FCAT Reading 2.0, 94% of the students made learning gains.

G9.B1.S1 During pre-reading, reading, and responding, students will utilize AP-strategies to help build their critical thinking abilities in fictional text (poetry, prose, short stories).

Action Step 1

The use of AP-graphic organizers such as SOAPSTone, TP-CASTT, & SIFT, will be implemented in the classroom, using the Springboard Curriculum to help students understand the author's craft when reading and analyzing fictional literature.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

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

LLT will meet with Language Arts/Reading teacher to analyze the ongoing classroom lessons and FCAT simulations.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Meetings Faculty Meetings

Plan to Monitor Effectiveness of G9.B1.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on students' knowledge of figurative language and close reading analysis of fictional text (prose & poetry). LLT will be monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from District assessments and teacher-made mini-benchmark tests.

Person or Persons Responsible

Language Arts Teacher Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Mini-Benchmark Assessment Data Interim Assessment Data FCAT 2.0 Assessment

G9.B1.S2 During all reading activity students will utilize metacognitive markers (*, !, ?) to track responses to texts.

Action Step 1

Classroom introduction of metacognitive markers will take place as a first lesson and will be on daily display in the classroom in order to reinforce their repeated use in use in the classroom.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G9.B1.S2

LLT will meet with Language Arts/Reading teacher to analyze the ongoing classroom lessons and FCAT simulations.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G9.B1.S2

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom observations during close reading activities and through classroom assessments that focus on students' knowledge of close reading analysis of fictional text (prose & poetry). LLT will be monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from District assessments and teacher-made mini-benchmark tests.

Person or Persons Responsible

Language Arts Teacher LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Mini-Benchmark Assessments

G9.B2 Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

G9.B2.S1 In class writing workshops and research projects will be assigned to allow exposure and practice with non-fiction text analysis.

Action Step 1

Using iPads, student will use the application "Inspiration Maps" to create concept maps during writing workshops and research projects as a tool to analyze non-fiction text.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Lesson Plans

Facilitator:

Chayma Gomez

Participants:

Faculty

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

LLT will meet with content area teacher to analyze the ongoing classroom lessons and student work.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Walkthroughs Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G9.B2.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on informational text standards. LLT will monitor the strategy's effectiveness through data driven discussions with the content area teachers about student progress using the results from District assessments and teacher made mini-benchmark tests.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Mini-Assessments Baseline and Interim District Assessments

G9.B3 Based on the 2013 FCAT Reading 2.0, 34% (13) of the students scored at achievement level 4 or higher.

G9.B3.S1 Through Springboard's Pre-AP activities, students will use thematic instruction to analyze and compare historically and culturally significant works of literature, identifying the relationships among the major themes.

Action Step 1

Springboard curriculum will be used to create lesson plans that have a blended method of instruction with NGSSS and Common Core.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

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

LLT will meet with Language Arts teacher to analyze the ongoing classroom lessons and AP strategies.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G9.B3.S1

Language Arts teacher will monitor effectiveness of strategy through Springboard Unit assessments that focus on student' critical reading and creative reading. LLT will monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from the District assessments, Springboard Unit Assessments and teacher-ade mini-benchmark tests.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Springboard Unit Assessments District Assessments Mini-Benchmark Assessments

G9.B4 CELLA scores from 2013 indicate that 83% of the students were proficient in listening/speaking.

G9.B4.S1 Students will complete daily language practice through teacher-led discussion groups, iPad voice recording practice, and at home practice with Rosetta Stone Program.

Action Step 1

Language Arts teacher will create lessons that will provide students with oral technique (i.e., cueing, modeling elicitation and chunking) and dialogue journal technique in which the student regularly communicates with the teacher.

Person or Persons Responsible

Langauge Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G9.B4.S1

LLT will meet with Language Arts teacher to analyze the ongoing classroom instruction, student work, and assessments.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk throughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G9.B4.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on students' oral participation in class and will continue to identify student weaknesses for further improvement. LLT will monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from Rosetta Stone assessments, Reading Plus reports, and FAIR reports

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Oral Presentations

G9.B5 CELLA scores from 2013 indicate that 20% of the students were proficient in reading.

G9.B5.S1 During pre-reading activities, students will utilize words maps and concept maps to help build their knowledge of word meanings and relationships.

Action Step 1

Language Arts teacher will teach students to use iPad application, Inspiration Maps & Paper 53 to aid students in creating word maps and concept maps of the unit and any other subject area content

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Student Work

Plan to Monitor Fidelity of Implementation of G9.B5.S1

LLT will meet with Language Arts teacher to analyze the ongoing classroom lessons and FCAT simulations.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G9.B5.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on vocabulary, reading application, literary analysis, and informational text features. LLT will monitor the strategy's effectiveness through data driven discussions with teacher about student progress, using the results from Reading Plus, FAIR reports, District assessments and teacher-made mini benchmark tests.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

ongoing

Evidence of Completion

Dissemination of Data Data Chats Common Planning Faculty Meetings

G9.B6 CELLA scores from 2013 indicate that 80% of the students were proficient in writing.

G9.B6.S1 Writing activities will be authentic topics that are relevant to real-world issues.

Action Step 1

The use of thematic writing portfolio will be implemented in the classroom as a means to document, reflect upon, and improve students' writing.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Lesson Plans

Plan to Monitor Fidelity of Implementation of G9.B6.S1

LLT wil meet with Language Arts teacher to analyze the ongoing instruction of writing workshops and look over student work from the thematic writing portfolio.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing Walkthroughs Lesson Plans Common Planning Faculty Meeting

Plan to Monitor Effectiveness of G9.B6.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom writing assessments. LLT will monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from writing assessments.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Writing Assessments Student Thematic Writing Portfolio

G10. Based on the district averages from the 2013 FCAT Writing indicate that 58% of the students achieved a level 3.5 or higher. Our goal for the 2014 FCAT Writing is to increase the writing proficiency of our 10th graders by 4% to a 62%.

G10.B1 Familiarity with expository and persuasive writing. Students lack the necessary skills needed to incorporate real life experience into their writing in a descriptive manner and to support their writing with valid evidence.

G10.B1.S1 Explicit instruction in writing for both persuasive and expository using real-life topics and career-oriented experiences.

Action Step 1

Daily bellringer activity will include a timed writing component of both argumentative and expository style prompts.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Student Writing Journals

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

LLT will meet with Language Arts/Reading teacher to analyze the ongoing classroom lessons and FCAT Writing simulations.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Student Writing Journals Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G10.B1.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on students' knowledge of figurative language and close reading analysis of fictional text (prose & poetry). LLT will be monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from District assessments and teacher-made mini-benchmark tests.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Student Writing Journal Student Writing Portfolio District Writing Assessments

G10.B2 Lack of vocabulary knowledge and language familiarity for ELL students.

G10.B2.S1 Writing activities will be authentic topics that are relevant to real-world issues.

Action Step 1

The use of thematic writing portfolio will be implemented in the classroom as a means to document, reflect upon, and improve students' writing.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Lessons Plans

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

LLT wil meet with Language Arts teacher to analyze the ongoing instruction of writing workshops and look over student work from the thematic writing portfolio.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meeting

Plan to Monitor Effectiveness of G10.B2.S1

Language Arts teacher will monitor effectiveness of strategy through ongoing classroom writing assessments. LLT will monitor the strategy's effectiveness through data driven discussions with the Language Arts teacher about student progress, using the results from writing assessments.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Writing Assessments Student Thematic Writing Portfolio

G11. Our goal for all students enrolled in targeted mathematics courses for the 2013-2014 school year is to ensure that students meet 94% proficiency.

G11.B1 100% of all students, including students in the lowest 25% made learning gains for the 2013 EOC Algebra administration

G11.B1.S1 As a strategy student will be provided with more practice in using graphing technology to graph, solve, and interpret quadratic equations. Provide students with more practice using quadratic equations to solve real-world problems in order to ensure that students are prepared for post-secondary math courses such as, AP and Dual Enrollment Courses.

Action Step 1

Students will participate and practice using graphing calculators through a teacher-led technology training.

Person or Persons Responsible

Mathematics Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

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

Analyses of the ongoing classroom lessons using graphing technology and EOC simulations will be conducted.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G11.B1.S1

Mathematics teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on graphing, solving, and interpreting quadratic equations. Principal will be monitor the strategy's effectiveness through data driven discussions with the Mathematics teacher about student progress, using the results from District assessments and teacher-made mini-benchmark tests.

Person or Persons Responsible

Mathematics Teacher Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Bi-weekly assessments Student authentic work District Assessments

G11.B1.S2 As a strategy the mathematics teacher will increase the use of more hands-on problem solving activities using the graphing technology during Saturday tutoring.

Action Step 1

Students will participate and practice using graphing calculators through a teacher-led technology training.

Person or Persons Responsible

Mathematics Teacher

Target Dates or Schedule

Saturday Tutoring

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G11.B1.S2

Analyses of the ongoing classroom lessons using graphing technology and EOC simulations will be conducted.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G11.B1.S2

Mathematics teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on graphing, solving, and interpreting quadratic equations. Principal will be monitor the strategy's effectiveness through data driven discussions with the Mathematics teacher about student progress, using the results from District assessments and teacher-made mini-benchmark tests.

Person or Persons Responsible

Mathematics Teacher Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Bi-weekly assessments Student authentic work EOC Exam

G12. Our goal for the 2013-2014 school year is to maintain student proficiency in mathematics for the Hispanic students subgroup 97%.

G12.B1 100% of all students, including students in the lowest 25% made learning gains for the 2013 EOC Algebra administration

G12.B1.S1 As a strategy student will be provided with more practice in using graphing technology to graph, solve, and interpret quadratic equations. Provide students with more practice using quadratic equations to solve real-world problems in order to ensure that students are prepared for post-secondary math courses such as, AP and Dual Enrollment Courses.

Action Step 1

Students will participate and practice using graphing calculators through a teacher-led technology training.

Person or Persons Responsible

Mathematics Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

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

Analyses of the ongoing classroom lessons using graphing technology and EOC simulations will be conducted.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G12.B1.S1

Mathematics teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on graphing, solving, and interpreting quadratic equations. Principal will be monitor the strategy's effectiveness through data driven discussions with the Mathematics teacher about student progress, using the results from District assessments and teacher-made mini-benchmark tests.

Person or Persons Responsible

Mathematics Teacher Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Bi-weekly assessments Student authentic work District Assessments

G13. Our goal for the 2013-2014 school year is to maintain student proficiency in mathematics for the Economically Disadvantaged student subgroup at 94%.

G13.B1 100% of all students, including students in the lowest 25% made learning gains for the 2013 EOC Algebra administration

G13.B1.S1 As a strategy student will be provided with more practice in using graphing technology to graph, solve, and interpret quadratic equations. Provide students with more practice using quadratic equations to solve real-world problems in order to ensure that students are prepared for post-secondary math courses such as, AP and Dual Enrollment Courses.

Action Step 1

Students will participate and practice using graphing calculators through a teacher-led technology training.

Person or Persons Responsible

Mathematics Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

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

Analyses of the ongoing classroom lessons using graphing technology and EOC simulations will be conducted.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G13.B1.S1

Mathematics teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on graphing, solving, and interpreting quadratic equations. Principal will be monitor the strategy's effectiveness through data driven discussions with the Mathematics teacher about student progress, using the results from District assessments and teacher-made mini-benchmark tests.

Person or Persons Responsible

Mathematics Teacher Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Bi-weekly assessments Student authentic work District Assessments

G14. Our goal for the 2013-2014 school year is to maintain 100% of all our students making learning gains in all targeted mathematics courses for 2013-2014.

G14.B1 100% of all students, including students in the lowest 25% made learning gains for the 2013 EOC Algebra administration

G14.B1.S1 As a strategy student will be provided with more practice in using graphing technology to graph, solve, and interpret quadratic equations. Provide students with more practice using quadratic equations to solve real-world problems in order to ensure that students are prepared for post-secondary math courses such as, AP and Dual Enrollment Courses.

Action Step 1

Students will participate and practice using graphing calculators through a teacher-led technology training.

Person or Persons Responsible

Mathematics Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

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

Analyses of the ongoing classroom lessons using graphing technology and EOC simulations will be conducted.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G14.B1.S1

Mathematics teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on graphing, solving, and interpreting quadratic equations. Principal will be monitor the strategy's effectiveness through data driven discussions with the Mathematics teacher about student progress, using the results from District assessments and teacher-made mini-benchmark tests.

Person or Persons Responsible

Mathematics Teacher Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Bi-weekly assessments Student authentic work District Assessments

G15. Based on the Algebra I EOC scores for 2013, 12% (4) of students achieved a level 3. Our goal for the 2013-2014 school year is to increase the amount of students achieving a level 3 by 1% for a targeted goal of 13%.

G15.B1 According to the data from the 2013 Algebra I EOC, 12% (4) students scored a level 3.

G15.B1.S1 As a strategy student will be provided with more practice in using graphing technology to graph, solve, and interpret quadratic equations.

Action Step 1

Students will participate and practice using graphing calculators through a teacher-led technology training.

Person or Persons Responsible

Mathematics Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G15.B1.S1

Analyses of the ongoing classroom lessons using graphing technology and EOC simulations will be conducted.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G15.B1.S1

Mathematics teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on graphing, solving, and interpreting quadratic equations. Principal will be monitor the strategy's effectiveness through data driven discussions with the Mathematics teacher about student progress, using the results from District assessments and teacher-made mini-benchmark tests.

Person or Persons Responsible

Mathematics Teacher Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Bi-weekly assessments Student authentic work District Assessments

G16. Based on the Algebra I EOC scores for 2013, 79% (26) of students achieved a level 4 or higher. Our goal for the 2013-2014 school year is to meet the 79% proficiency.

G16.B1 Students scoring in achievement level 4-5 had no exposure to the use of graphing calculators using real-world problems due to a lack of technology.

G16.B1.S1 Increase student involvement in using quadratic equations to solve real-world problems.

Action Step 1

Students will participate and practice using graphing calculators using real-world problems through a teacher-lead technology training.

Person or Persons Responsible

Mathematics Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Student Work

Plan to Monitor Fidelity of Implementation of G16.B1.S1

Analysis of ongoing classroom lessons using graphing technology and EOC simulations will be conducted.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G16.B1.S1

Mathematics teacher will monitor effectiveness of strategy through ongoing classroom assessments using real-world problems that focus on graphing, solving, and interpreting quadratic equations. Principal will monitor the strategy's effectiveness through data driven discussions with the Mathematics teacher about student progress, using the results from District assessments and teacher-made mini-benchmark tests.

Person or Persons Responsible

Mathematics Teacher and Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data, Data Chats, Bi-weekly mini-benchmark assessments, student authentic work, and District assessments.

G17. Based on the Geometry EOC scores for 2013, 29% of students achieved a level 3. Our goal for the 2013-2014 school year is to increase by 3% in order to meet the targeted goal of 32%.

G17.B1 According to the 2012-2013 Geometry EOC district data, only 29% of students achieved a level 3.

G17.B1.S1 As a strategy students will be provided with more practice in using graphing technology to graph, solve, and interpret quadratic equations. Provide students with more practice using quadratic equations to solve real-world problems.

Action Step 1

Students will participate and practice using graphing calculators through a teacher-led technology training.

Person or Persons Responsible

Mathematics Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G17.B1.S1

Analyses of the ongoing classroom lessons using graphing technology and EOC simulations will be conducted.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G17.B1.S1

Mathematics teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on graphing, solving, and interpreting quadratic equations. Principal will be monitored the strategy's effectiveness through data driven discussions with the Mathematics teacher about student progress, using the results from District assessments and teacher-made mini-benchmark tests.

Person or Persons Responsible

Mathematics Teacher Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Bi-weekly assessments Student authentic work District Assessments

G18. Based on the Geometry EOC scores for 2013, 30% of students achieved a level 4 or higher. Our goal for the 2013-2014 school year is to increase by 2% in order to achieve a 32% of student proficiency.

G18.B1 According to the 2012 -2013 Geometry EOC district data, only 25% of students achieved a level 4 or higher.

G18.B1.S1 As a strategy students will be provided the opportunity to practice the content so they will able to solve problems by using and deriving formulas for perimeter and area of polygons and composite figures and determine how changes in dimensions affect perimeter and area of common geometric figures.

Action Step 1

Students will participate and practice using graphing calculators through teacher-led technology training.

Person or Persons Responsible

Mathematics Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Student Work

Plan to Monitor Fidelity of Implementation of G18.B1.S1

Analysis of ongoing classroom lessons using graphing calculators and technology as well as EOC simulations will be conducted.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs, Lesson Plans, Common Planning, and Faculty Meetings

Plan to Monitor Effectiveness of G18.B1.S1

Mathematics Teacher will monitor effectiveness of strategy through ongoing classroom assessments. Principal will be monitoring the strategy's effectiveness through data driven discussions with the Mathematics teacher about student progress, using the results from District assessments and teacher-made mini-benchmark tests.

Person or Persons Responsible

Mathematics Teacher and Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data, Data chats, bi-weekly assessments, student authentic work, and district assessments.

G19. According to 2012-2013 Biology district data, 38% of students achieved proficiency in achievement level 3. Our goal for the 2013-2014 school year is to increase the amount of students by 2% to meet the target goal of 40%.

G19.B1 According to the 2012-2013 Biology EOC data, only 38% of students achieved a level 3.

G19.B1.S1 Instructional strategies will include the development of differentiated instruction (DI) groups by class periods according to the weakest performing benchmarks based on available data.

Action Step 1

Create and implement hands-on activities and Gizmo Labs based on weakest performing benchmark.

Person or Persons Responsible

Biology Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G19.B1.S1

Analysis of the ongoing differentiated instruction in classroom lessons will be conducted.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G19.B1.S1

Biology teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on DI groups per class period. Principal will be monitored the strategy's effectiveness through data driven discussions with the Biology teacher about student progress, using the results from District assessments and teacher-made mini-benchmark tests.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Mini-Benchmark Assessments

G20. According to 2012-2013 Biology district data, 25% of students scored at or above Achievement level 4. Our goal for the 2013-2014 school year is to increase the amount of students by 1% to meet an achievement level of 26%.

G20.B1 According to the 2012-2013 Biology EOC data, only 25% of students achieved a level 4 or higher.

G20.B1.S1 The instructional strategy being used to ensure increase in levels 4 or higher is to provide students with opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through implementation, research, and information gathering and discussion.

Action Step 1

Implement research projects lab activities activities

Person or Persons Responsible

Biology Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans and student work.

Plan to Monitor Fidelity of Implementation of G20.B1.S1

Analysis of the ongoing classroom lessons implementing research projects and lab activities as well as EOC simulations will be conducted.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs, Lesson Plans, Common Planning, and Faculty Meetings

Plan to Monitor Effectiveness of G20.B1.S1

Biology teacher will monitor effectiveness of strategy through ongoing classroom assessments that focus on research based projects and student performance at the mastery level of all reporting category. Principal will monitor the strategy's effectiveness through data driven discussions with the Biology teacher about students progress, using the results from District assessments and teacher made mini-benchmark tests.

Person or Persons Responsible

Biology teacher and Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data, Data chats, district assessments, and mini-benchmark assessments.

G21. Our goal is to increase enrollment in AP courses, Dual Enrollment courses and Honor Courses.

G21.B1 New students lack the knowledge business industry careers' real-world application.

G21.B1.S1 The school will offer Career curriculum through registered career themed courses and business professional speaker presentations.

Action Step 1

CTE Instructor will provide students with STEM-related skills when solving real-world problems during Career Technical Student Organization and integrate professional speakers presentations that are aligned with curriculum.

Person or Persons Responsible

CTE Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G21.B1.S1

Analysis f the ongoing classroom lessons will be conducted.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G21.B1.S1

CTE teacher will monitor effectiveness of strategy through ongoing classroom. Principal will be monitored the strategy's effectiveness through data driven discussions with the CTE teacher about student progress, using the results from teacher-made mini-benchmark tests.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Mini-Benchmark Assessments

G22. The school will maintain 100% enrollment of students in Career-related courses.

G22.B1 New students lack the knowledge of career course real-world application.

G22.B1.S1 The school will offer Career curriculum through registered career themed courses and business professional speaker presentations.

Action Step 1

CTE Instructor will provide students with STEM-related skills when solving real-world problems during Career Technical Student Organization and integrate professional speakers presentations that are aligned with curriculum.

Person or Persons Responsible

CTE Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G22.B1.S1

Analysis f the ongoing classroom lessons will be conducted.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G22.B1.S1

CTE teacher will monitor effectiveness of strategy through ongoing classroom. Principal will be monitored the strategy's effectiveness through data driven discussions with the CTE teacher about student progress, using the results from teacher-made mini-benchmark tests.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Mini-Benchmark Assessments

G23. Our goal for the 2013-2014 is to increase STEM literacy for all students.

G23.B1 New students lack the knowledge of career course real-world application.

G23.B1.S1 The school will offer Career curriculum through registered career themed courses and business professional speaker presentations.

Action Step 1

CTE Instructor will provide students with STEM-related skills when solving real-world problems during Career Technical Student Organization and integrate professional speakers presentations that are aligned with curriculum.

Person or Persons Responsible

CTE Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G23.B1.S1

Analysis f the ongoing classroom lessons will be conducted.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Lesson Plans Common Planning Faculty Meetings

Plan to Monitor Effectiveness of G23.B1.S1

CTE teacher will monitor effectiveness of strategy through ongoing classroom. Principal will be monitored the strategy's effectiveness through data driven discussions with the CTE teacher about student progress, using the results from teacher-made mini-benchmark tests.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Dissemination of Data Data Chats Mini-Benchmark Assessments

G24. According to the Early Warning Systems data, 5%(2) of students missed 10 percent or more of available instructional time. Our goal for the 2013-2014 school year is to decrease that number by 1% for a targeted goal of 4%.

G24.B1 Barriers for this goal include illnesses and mandatory surgeries

G24.B1.S1 Identify and refer students who may be developing a pattern of nonattendance to the Principal for intervention services on quarterly basis.

Action Step 1

Principal will identify any students who begin to develop a pattern of nonattendance for intervention services.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Bulletin

Plan to Monitor Fidelity of Implementation of G24.B1.S1

Principal will analyze the ongoing attendance data.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Bulletin

Plan to Monitor Effectiveness of G24.B1.S1

Principal will monitor effectiveness of strategy through student attendance improvement.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Bulletin

G25. With the increase in tuition for the 2013-2014 school year, our goal is to maintain the total percentage of suspensions at 2%.

G25.B1 After a careful analysis of the suspensions during the 2013-2014 school year, it was determined that a common cause for suspension was that students lack conflict-resolution strategies.

G25.B1.S1 Peer mediation to address Conflict-Resolution Strategies with students in order to acquire attitude, knowledge, and interpersonal skills to help them understand and respect self and others. Character development and team building activities conducted quarterly by LBA Faculty and Staff.

Action Step 1

Monitor Parents Contact Log for evidence of communication with parents of students who have been placed on indoor and outdoor suspension.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent sign-in Log/Parental Involvement Monthly School Report

Plan to Monitor Fidelity of Implementation of G25.B1.S1

Principal will analyze the ongoing data.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments

Plan to Monitor Effectiveness of G25.B1.S1

Principal will monitor effectiveness of strategy through teacher feedback and parent involvement.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent sign-in Log/Parental Involvement Monthly School Report

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

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and after-school programs, Saturday Academy). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Literacy Leadership Team develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

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. Based on 2013 FCAT Reading 2.0, 71% (23) of the students were proficient. Our goal, for the 2014 FCAT Reading 2.0 school is to increase by 3 percentage points to 74%.

G1.B2 Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

G1.B2.S1 In class writing workshops and research projects will be assigned to allow exposure and practice with non-fiction text analysis.

PD Opportunity 1

Using iPads, student will use the application "Inspiration Maps" to create concept maps during writing workshops and research projects as a tool to analyze non-fiction text.

Facilitator

Chayma Gomez

Participants

Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Lesson Plans

G2. Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for the Hispanic students subgroup by 3 percentage points from 73% to 76%

G2.B2 Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

G2.B2.S1 In class writing workshops and research projects will be assigned to allow exposure and practice with non-fiction text analysis.

PD Opportunity 1

Using iPads, student will use the application "Inspiration Maps" to create concept maps during writing workshops and research projects as a tool to analyze non-fiction text.

Facilitator

Chayma Gomez

Participants

Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Lesson Plans

G3. Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for the Economically Disadvantaged students subgroup by 3 percentage points from 68% to 71%.

G3.B2 Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

G3.B2.S1 In class writing workshops and research projects will be assigned to allow exposure and practice with non-fiction text analysis.

PD Opportunity 1

Using iPads, student will use the application "Inspiration Maps" to create concept maps during writing workshops and research projects as a tool to analyze non-fiction text.

Facilitator

Chayma Gomez

Participants

Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Lesson Plans

G4. Our goal for the 2013-2014 school year is to increase the amount of all students and lowest 25% making learning gains in reading for the 2014 FCAT 2.0 by 1% from 94% to 95%.

G4.B2 Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

G4.B2.S1 In class writing workshops and research projects will be assigned to allow exposure and practice with non-fiction text analysis.

PD Opportunity 1

Using iPads, student will use the application "Inspiration Maps" to create concept maps during writing workshops and research projects as a tool to analyze non-fiction text.

Facilitator

Chayma Gomez

Participants

Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Lesson Plans

G5. Based on the 2013 FCAT Reading 2.0, 32% (12) of students achieved a level 3. Our goal for the 2013-2014 school year is to increase the amount of students achieving a level 3 by 2 percentage points for a targeted goal of 34%

G5.B2 Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

G5.B2.S1 In class writing workshops and research projects will be assigned to allow exposure and practice with non-fiction text analysis.

PD Opportunity 1

Using iPads, student will use the application "Inspiration Maps" to create concept maps during writing workshops and research projects as a tool to analyze non-fiction text.

Facilitator

Chayma Gomez

Participants

Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Lesson Plans

G6. Based on the 2013 FCAT Reading 2.0, 34% (13) of students achieved a level 4. Our goal for the 2013-2014 school year is to increase the amount of students achieving a level 4 by 1 percentage point for a targeted goal of 35%.

G6.B2 Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

G6.B2.S1 In class writing workshops and research projects will be assigned to allow exposure and practice with non-fiction text analysis.

PD Opportunity 1

Using iPads, student will use the application "Inspiration Maps" to create concept maps during writing workshops and research projects as a tool to analyze non-fiction text.

Facilitator

Chayma Gomez

Participants

Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Lesson Plans

G7. Based on the 2013 CELLA, 83% of the ELL students were proficient in listening and speaking. Our goal for the 2014 CELLA is to increase the number of students proficient by 1 percentage point to 83%.

G7.B2 Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

G7.B2.S1 In class writing workshops and research projects will be assigned to allow exposure and practice with non-fiction text analysis.

PD Opportunity 1

Using iPads, student will use the application "Inspiration Maps" to create concept maps during writing workshops and research projects as a tool to analyze non-fiction text.

Facilitator

Chayma Gomez

Participants

Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Lesson Plans

G8. Based on the 2013 CELLA, 20% of the ELL students were proficient in reading. Our goal for the 2014 CELLA is to increase the number of students proficient by 5 percentage points to 25%.

G8.B2 Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

G8.B2.S1 In class writing workshops and research projects will be assigned to allow exposure and practice with non-fiction text analysis.

PD Opportunity 1

Using iPads, student will use the application "Inspiration Maps" to create concept maps during writing workshops and research projects as a tool to analyze non-fiction text.

Facilitator

Chayma Gomez

Participants

Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Lesson Plans

G9. Based on the 2013 CELLA, 80% of the ELL students were proficient in writing. Our goal for the 2014 CELLA is to increase the number of students proficient by 1 percentage point to 81%.

G9.B2 Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

G9.B2.S1 In class writing workshops and research projects will be assigned to allow exposure and practice with non-fiction text analysis.

PD Opportunity 1

Using iPads, student will use the application "Inspiration Maps" to create concept maps during writing workshops and research projects as a tool to analyze non-fiction text.

Facilitator

Chayma Gomez

Participants

Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Lesson Plans

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	Technology	Evidence-Based Program	Total
	$0	$0	$0
Total	$0	$0	$0

Budget Details

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

G1. Based on 2013 FCAT Reading 2.0, 71% (23) of the students were proficient. Our goal, for the 2014 FCAT Reading 2.0 school is to increase by 3 percentage points to 74%.

G1.B2 Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

G1.B2.S1 In class writing workshops and research projects will be assigned to allow exposure and practice with non-fiction text analysis.

Action Step 1

Using iPads, student will use the application "Inspiration Maps" to create concept maps during writing workshops and research projects as a tool to analyze non-fiction text.

Resource Type

Technology

Resource

The use of the iPad and the application Inspiration Maps will enhance student achievement through concept mapping. Students will be able to visually illustrate the relationships between concepts and ideas, helping students organize and structure their thoughts to further understand information and discover new relationships.

Funding Source

Amount Needed

G1.B4 CELLA scores from 2013 indicate that 83% of the students were proficient in listening/speaking.

G1.B4.S1 Students will complete daily language practice through teacher-led discussion groups, iPad voice recording practice, and at home practice with Rosetta Stone Program.

Action Step 1

Language Arts teacher will create lessons that will provide students with oral technique (i.e., cueing, modeling elicitation and chunking) and dialogue journal technique in which the student regularly communicates with the teacher.

Resource Type

Evidence-Based Program

Resource

With Rosetta-Stone ELL students enhance their learning through personalized practice in reading, writing, listening, and speaking at a pace that works with their personal language level.

Funding Source

Amount Needed

G2. Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for the Hispanic students subgroup by 3 percentage points from 73% to 76%

G2.B2 Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

G2.B2.S1 In class writing workshops and research projects will be assigned to allow exposure and practice with non-fiction text analysis.

Action Step 1

Using iPads, student will use the application "Inspiration Maps" to create concept maps during writing workshops and research projects as a tool to analyze non-fiction text.

Resource Type

Technology

Resource

The use of the iPad and the application Inspiration Maps will enhance student achievement through concept mapping. Students will be able to visually illustrate the relationships between concepts and ideas, helping students organize and structure their thoughts to further understand information and discover new relationships.

Funding Source

Amount Needed

G2.B4 CELLA scores from 2013 indicate that 83% of the students were proficient in listening/speaking.

G2.B4.S1 Students will complete daily language practice through teacher-led discussion groups, iPad voice recording practice, and at home practice with Rosetta Stone Program.

Action Step 1

Language Arts teacher will create lessons that will provide students with oral technique (i.e., cueing, modeling elicitation and chunking) and dialogue journal technique in which the student regularly communicates with the teacher.

Resource Type

Evidence-Based Program

Resource

With Rosetta-Stone ELL students enhance their learning through personalized practice in reading, writing, listening, and speaking at a pace that works with their personal language level.

Funding Source

Amount Needed

G3. Our goal for the 2013-2014 school year is to increase student proficiency in reading comprehension for the Economically Disadvantaged students subgroup by 3 percentage points from 68% to 71%.

G3.B2 Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

G3.B2.S1 In class writing workshops and research projects will be assigned to allow exposure and practice with non-fiction text analysis.

Action Step 1

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Resource Type

Technology

Resource

The use of the iPad and the application Inspiration Maps will enhance student achievement through concept mapping. Students will be able to visually illustrate the relationships between concepts and ideas, helping students organize and structure their thoughts to further understand information and discover new relationships.

Funding Source

Amount Needed

G3.B4 CELLA scores from 2013 indicate that 83% of the students were proficient in listening/speaking.

G3.B4.S1 Students will complete daily language practice through teacher-led discussion groups, iPad voice recording practice, and at home practice with Rosetta Stone Program.

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Resource Type

Evidence-Based Program

Resource

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Funding Source

Amount Needed

G4. Our goal for the 2013-2014 school year is to increase the amount of all students and lowest 25% making learning gains in reading for the 2014 FCAT 2.0 by 1% from 94% to 95%.

G4.B2 Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

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Resource

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Funding Source

Amount Needed

G4.B4 CELLA scores from 2013 indicate that 83% of the students were proficient in listening/speaking.

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Resource Type

Evidence-Based Program

Resource

With Rosetta-Stone ELL students enhance their learning through personalized practice in reading, writing, listening, and speaking at a pace that works with their personal language level.

Funding Source

Amount Needed

G5. Based on the 2013 FCAT Reading 2.0, 32% (12) of students achieved a level 3. Our goal for the 2013-2014 school year is to increase the amount of students achieving a level 3 by 2 percentage points for a targeted goal of 34%

G5.B2 Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

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Resource Type

Technology

Resource

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Funding Source

Amount Needed

G5.B4 CELLA scores from 2013 indicate that 83% of the students were proficient in listening/speaking.

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Action Step 1

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Resource Type

Evidence-Based Program

Resource

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Funding Source

Amount Needed

G6. Based on the 2013 FCAT Reading 2.0, 34% (13) of students achieved a level 4. Our goal for the 2013-2014 school year is to increase the amount of students achieving a level 4 by 1 percentage point for a targeted goal of 35%.

G6.B2 Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

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Resource Type

Technology

Resource

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Amount Needed

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Action Step 1

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Resource Type

Evidence-Based Program

Resource

With Rosetta-Stone ELL students enhance their learning through personalized practice in reading, writing, listening, and speaking at a pace that works with their personal language level.

Funding Source

Amount Needed

G7. Based on the 2013 CELLA, 83% of the ELL students were proficient in listening and speaking. Our goal for the 2014 CELLA is to increase the number of students proficient by 1 percentage point to 83%.

G7.B2 Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

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Action Step 1

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Resource Type

Technology

Resource

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Amount Needed

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Action Step 1

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Resource Type

Evidence-Based Program

Resource

With Rosetta-Stone ELL students enhance their learning through personalized practice in reading, writing, listening, and speaking at a pace that works with their personal language level.

Funding Source

Amount Needed

G8. Based on the 2013 CELLA, 20% of the ELL students were proficient in reading. Our goal for the 2014 CELLA is to increase the number of students proficient by 5 percentage points to 25%.

G8.B2 Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

G8.B2.S1 In class writing workshops and research projects will be assigned to allow exposure and practice with non-fiction text analysis.

Action Step 1

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Resource Type

Technology

Resource

The use of the iPad and the application Inspiration Maps will enhance student achievement through concept mapping. Students will be able to visually illustrate the relationships between concepts and ideas, helping students organize and structure their thoughts to further understand information and discover new relationships.

Funding Source

Amount Needed

G8.B4 CELLA scores from 2013 indicate that 83% of the students were proficient in listening/speaking.

G8.B4.S1 Students will complete daily language practice through teacher-led discussion groups, iPad voice recording practice, and at home practice with Rosetta Stone Program.

Action Step 1

Language Arts teacher will create lessons that will provide students with oral technique (i.e., cueing, modeling elicitation and chunking) and dialogue journal technique in which the student regularly communicates with the teacher.

Resource Type

Evidence-Based Program

Resource

With Rosetta-Stone ELL students enhance their learning through personalized practice in reading, writing, listening, and speaking at a pace that works with their personal language level.

Funding Source

Amount Needed

G9. Based on the 2013 CELLA, 80% of the ELL students were proficient in writing. Our goal for the 2014 CELLA is to increase the number of students proficient by 1 percentage point to 81%.

G9.B2 Based on the 2013 FCAT Reading 2.0, 32% (12) of the students scored at achievement level 3.

G9.B2.S1 In class writing workshops and research projects will be assigned to allow exposure and practice with non-fiction text analysis.

Action Step 1

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Resource Type

Technology

Resource

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Resource Type

Evidence-Based Program

Resource

With Rosetta-Stone ELL students enhance their learning through personalized practice in reading, writing, listening, and speaking at a pace that works with their personal language level.

Funding Source

Amount Needed