2013-2014 SCHOOL IMPROVEMENT PLAN

Renaissance Middle Charter School

8360 NW 33RD ST
Doral, FL 33122
305-728-4622
http://www.recscharter.org

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	34%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	91%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	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
Renaissance Middle Charter School

Principal
Ana Cordal

School Advisory Council chair
Elizabeth Canchola

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

Name	Title
Ana Cordal	Principal
Paul Thompson	Lead Assistant Principal
Elaine Castellanos	Curriculum Resource 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

EESAC Council Membership
Principal 1, Business/Community Representative 1, Educational Support Employee 1, Parent 5, Student 1, Teacher 5, ESSAC Chairperson 1, Educational Support Employee 1
Ana Cordal - 1 Principal, Elizabeth Canchola- 1 ESSAC Chairperson, Elaine Castellanos-1 Teacher, Ana Vinageras- 1 Teacher, Bibianna Cabrera-1 Teacher, Patty Cabrera-1 Teacher, Lorraine Aschenbrenner-1 Teacher,Tiffany Harrison-1 Parent, Nancy Gonzalez-1 Parent, Jacqueline De Los Rios-1Parent, Mariejeanne Carro-1Parent, Lori Warring 1 Educational Support Employee, Taileen Arias, 1 Business/Community Representative.

Involvement of the SAC in the development of the SIP

The purpose of the Renaissance Middle Charter School Educational Excellence School Advisory Council is to work to ensure improved student achievement. One of the ways the Council will do this is by preparing and evaluating the school improvement plan. They actively participate in reviewing school data and developing strategies to increase student achievement.

Activities of the SAC for the upcoming school year

The EESAC meets quarterly at the school site. Teachers, parents, student representative, educational support employees and community members are involved and offer their assistance developing and monitoring the implementation of the School Improvement Plan. The EESAC recommends and reviews compliance with the School Improvement Plan.

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

The SAC will allocate $4,000.00 of the SIP funds for the RMCS Intervention Tutorial programs in Reading, Math & Science.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

# of administrators

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Ana Cordal		
Principal	Years as Administrator: 12	Years at Current School: 12

Credentials	Master of Science in Education from Florida International University Educational Leadership all grades – from Florida Atlantic University Master of Science in Education from Florida International University Certifications: Educational Leadership (all Levels) Elementary Education (Grades 1-6)
Performance Record	2013 School Grade A High Standards Reading 74 High Standards Math 65 Lrng Gains-Rdg. 72 Lrng Gains-Math 65 Gains-Rdg-25% 74 Gains-Math-25% 69 2012 School Grade A High Standards Reading 76 High Standards Math 73 Lrng Gains-Rdg. 82 Lrng Gains-Math 80 Gains-Rdg-25% 90 Gains-Math-25% 81 2011 School Grade A High Standards Reading 85 High Standards Math 74 Lrng Gains-Rdg. 76 Lrng Gains-Math 62 Gains-Rdg-25% 77 Gains-Math-25% 60 2010 School Grade A High Standards Reading 95 High Standards Math 95 Lrng Gains-Rdg. 74 Lrng Gains-Math 66 Gains-Rdg-25% 88 Gains-Math-25% 82 2009 School Grade A High Standards Reading 96 High Standards Math 97 Lrng Gains-Rdg. 77 Lrng Gains-Math 80

Gains-Rdg-25% 86
Gains-Math-25% 86

Paul Thompson		
Asst Principal	Years as Administrator: 8	Years at Current School: 8

Credentials	Master of Science in Educational Leadership from Nova Southeastern University Bachelor of Fine Arts in Theater from Florida International University Certifications: Educational Leadership (all Levels) Drama (Grades 6-12)
Performance Record	2013 School Grade A High Standards Reading 74 High Standards Math 65 Lrng Gains-Rdg. 72 Lrng Gains-Math 65 Gains-Rdg-25% 74 Gains-Math-25% 69 2012 School Grade A High Standards Reading 76 High Standards Math 73 Lrng Gains-Rdg. 82 Lrng Gains-Math 80 Gains-Rdg-25% 90 Gains-Math-25% 81 2011 School Grade A High Standards Reading 85 High Standards Math 74 Lrng Gains-Rdg. 76 Lrng Gains-Math 62 Gains-Rdg-25% 77 Gains-Math-25% 60 2010 School Grade A High Standards Reading 95 High Standards Math 95 Lrng Gains-Rdg. 74 Lrng Gains-Math 66 Gains-Rdg-25% 88 Gains-Math-25% 82 2009 School Grade A High Standards Reading 96 High Standards Math 97 Lrng Gains-Rdg. 77 Lrng Gains-Math 80 Gains-Rdg-25% 86 Gains-Math-25% 86

Instructional Coaches

# of instructional coaches

 # receiving effective rating or higher

Instructional Coach Information:

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

Classroom Teachers

# of classroom teachers
24

 # receiving effective rating or higher
24, 100%

 # Highly Qualified Teachers
96%

 # certified in-field
23, 96%

 # ESOL endorsed
23, 96%

 # reading endorsed
2, 8%

 # with advanced degrees
3, 13%

 # National Board Certified
0, 0%

 # first-year teachers
1, 4%

 # with 1-5 years of experience
16, 67%

 # with 6-14 years of experience
6, 25%

 # with 15 or more years of experience
1, 4%

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

1. We recruit teachers locally, out-of state, as well as out of the country. CSUSA continuously participates in local job fairs and national teacher job fairs. We are committed to developing a diverse group of
teachers, therefore offering them several opportunities for staff development.
CSUSA & RMCS Leadership Team
2. RMCS administration collaborates with the Leadership Team of Charter School USA (CSUSA). We are committed to hiring the best candidates for our teaching positions.
CSUSA & RMCS Leadership Team
3. The RMCS leadership team reviews resumes of potential candidates. After choosing the best candidates for
the positions available, we interview and we select the best candidate for the position.

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

Ms. Elizabeth Benamor Lead/Mentor for Ms. Balboa & Ms. Pascual
Ms. Benamor has extensive experience in the teaching field and has attended various trainings which provide her with the skills to assist any new or veteran teacher. The teacher will mentor the mentee on an ongoing basis with Classroom Management, Student information System- PowerSchool & PowerTeacher, Common Core Vocabulary/Standards, Data Analysis, etc.
Ms. Elena Barros Lead/Mentor for Ms. Parker Grimm & Mr. Vega
Ms. Barros has extensive experience in the teaching field and has attended various trainings which provide her with the skills to assist any new or veteran teacher. The teacher will mentor the mentee on an ongoing basis with Classroom Management, Student information System- PowerSchool & PowerTeacher, Common Core Vocabulary/Standards, Data Analysis, etc.
Ms. Erica Tabares Lead/Mentor for Ms. Estrada & Ms. Bayona
Ms. Tabares has extensive experience in the teaching field and has attended various trainings which provide her with the skills to assist any new or veteran teacher. The teacher will mentor the mentee on an ongoing basis with Classroom Management, Student information System- PowerSchool & PowerTeacher, Common Core Vocabulary/Standards, Data Analysis, etc.

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

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

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

The following steps will be considered by the school's MTSS/RtI Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.
The MTSS/RtI Leadership Team in conjunction with teacher(s) will:
1. Monitor academic and behavior data while evaluating progress by:
Standards based Curriculum and assessments
Implement Response to Intervention problem solving process and monitoring progress of interventions
Through enrichment opportunities beyond the Reading materials using accelerated computer programs
2. Gather and analyze data to determine professional development for faculty as indicated by student remediation and enhancement needs.
3. Bi-monthly team meetings focusing on data with the MTSS/RtI Leadership Team.
The MTSS/RtI Leadership Team will meet on a bi-monthly basis with classroom teachers to engage in the following activities: review monthly test data to drive instruction, identify students who are meeting/exceeding benchmarks or at risk for not meeting benchmarks.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress through bi-monthly staff/Professional development meetings.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions monitored by the RtI liaisons.
6. Provide clear indicators of student need and student progress, assisting in examining data the validity and effectiveness of program delivery through walkthroughs and data results.

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

RMCS MTSS Team is made up of:
• Principal- The principal provides the team leadership through a process of problem solving issues and concerns that arise through an ongoing, systematic examination of available data 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. All aligned with the School-wide goals on School Improvement Plan.
• Assistant Principal - The assistant principal works with the team to ensure commitment to the goals set forth at the meetings. Along with the principal and teachers, works on building staff support, internal capacity, and sustainability over time.
• Curriculum Resource Teacher -The curriculum resource teacher works with the administration and teachers to share the
common goal of improving instruction for all students.
• Class Teachers - Each department selects a teacher to represent their grade level on the MTSS/RtI.
Special Area Teachers - This team of dedicated teachers meet and select 2/3 teachers to represent them on
the MTSS/RtI.

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

The MTSS/RtI Team will meet on a bi-weekly basis to determine the progress of students. Administration will be part of the decision making. Data from various sources will be looked at and instructional focus will be adjusted accordingly.

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

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Data is reviewed and monitored for Tier I, Tier 2, and Tier 3 students. Gifted students' data is also reviewed to ensure that the curriculum is challenging. Progress Monitoring and Reporting Network (PMRN) Assessment and FAIR scores are also reviewed. CSUSA Discovery Education Benchmark data is reviewed in the fall and winter. FAIR will also be used for data review and adjustments to the curriculum. This occurs bi-weekly by the lead teachers and administration and twice a month for the staff.

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

The MTSS/RtI Team will meet on a bi-weekly basis to determine the progress of students. Administration will be part of the decision making. Data from various sources will be looked at and instructional focus will be adjusted accordingly. Parents are informed of students progress on daily basis with our web-based PowerSchool Student Information System, student agendas, parent conferences, etc.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 6,000

Instruction in core academic subjects, enrichment activities, teacher collaboration, planning and professional development.
Computer Labs and teacher classrooms are available before and after school for students to ework on individualized computer programs aimed at increasing student academic performance. (e.g. Study Island, Reading Plus, PLATO, Journeys etc.)

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

Data is collected regularly through, PMRN, CSUSA Discovery Benchmarks, Reading Plus, Study Island, PLATO and Journeys reports.
Monitor attendance and participation of theses programs throughout the year.

Who is responsible for monitoring implementation of this strategy?

Administration

Literacy Leadership Team (LLT)

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

Name	Title
Ana Cordal	Principal
Paul Thompson	Assistant Principal
Elaine Castellanos	Curriculum Resource Teacher
Elizabeth Benamor	6th Grade Lead
Elena Barros	7th Grade Lead
Erica Tabares	8th Grade Lead

How the school-based LLT functions

Professional Development will be provided during teachers' common planning time and small sessions will occur throughout the year. In addition, one faculty meeting a month will be devoted to professional development. Best Practices will be shared at faculty meetings. A survey will be completed by teachers indicating needs for professional development. Teachers will meet with department colleagues and grade level colleagues to review delivery of instruction.

Major initiatives of the LLT

Instructional focus lessons are developed through grade level meetings, vertical planning in conjunction with FAIR, Reading Plus and Discovery Benchmark Interim Assessments. Teachers will determine which

lessons to implement according to student data results and needs. Teachers will include lessons in their lesson plans and will determine whether to apply lessons as class openers and/or supplemental resources. Content area teachers will teach focus lessons by applying benchmarks and lessons needed to develop student skills according to data results. The Literacy Leadership Team will be responsible for data analysis at the grade level and will be responsible for assisting in the dissemination of modifications and changes to be made. On a monthly basis, curricular [OBJ][OBJ]adjustments/changes will be reviewed and determined if necessary during grade level and literacy team meetings. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students. Grade Level/ Department Leads will play a vital role in the development of Instructional Focus Calendars. Their responsibilities will include sharing BEST Practices with teachers, modeling lessons, providing support to teachers and monitoring student progress through student assessments.

Every Teacher Contributes to Reading Instruction

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

Literacy is an important focus in every subject at the middle school level. Teachers integrate literacy throughout all subjects including electives, mathematics, language arts and content areas. Monthly literacy meetings develop themed projects along with classroom novels which are integrated in the curriculum. The Reading Plus program is also integrated throughout the Language Arts and Social Studies classes. Classroom libraries are available in all Language Arts classes. Three Novels were purchased for each student. Weekly walkthroughs are conducted to monitor implementation.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

NA

College and Career Readiness

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

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

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

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

The school promotes academic and career planning through various avenues. Student's schedules and courses are driven based on their achievement levels as well as interests. We offer courses that target business education and robotics through computer literacy.

Strategies for improving student readiness for the public postsecondary level

RMCS offers Algebra I and Earth and Space courses to give students flexibility in course paths to successfully be admitted to high schools that have these requirements for admission.

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	80%	74%	No	82%
American Indian		0%		
Asian		0%		
Black/African American	88%	80%	Yes	89%
Hispanic	78%	74%	No	81%
White	81%	76%	No	83%
English language learners	50%	52%	Yes	55%
Students with disabilities	33%	31%	No	40%
Economically disadvantaged	75%	67%	Yes	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	146	32%	38%
Students scoring at or above Achievement Level 4	188	41%	44%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		72%	75%
Students in lowest 25% making learning gains (FCAT 2.0)		74%	77%

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)	29	51%	56%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	19	33%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	18	32%	39%

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	86	57%	61%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	65%	No	75%
American Indian		0%		
Asian		0%		
Black/African American	74%	60%	No	77%
Hispanic	70%	65%	No	73%
White	81%	67%	No	83%
English language learners	50%	50%	Yes	55%
Students with disabilities	42%	23%	No	48%
Economically disadvantaged	56%	55%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	130	33%	44%
Students scoring at or above Achievement Level 4	108	27%	32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		65%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		69%	72%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		52%	57%
Middle school performance on high school EOC and industry certifications		94%	95%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	53%	54%
Students scoring at or above Achievement Level 4	23	40%	40%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	50	33%	35%
Students scoring at or above Achievement Level 4	50	33%	34%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			0%
Students scoring at or above Level 7			0%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	3		25%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *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			

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	50	11%	10%
Students who fail a mathematics course	2	0%	0%
Students who fail an English Language Arts course	7	2%	1%
Students who fail two or more courses in any subject	2	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	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

Parents are required to participate in a total of 30 hours of service per family

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
All parents will meet required 30 hours of service to school	420	100%	100%

Area 10: Additional Targets

Additional targets for the school

NA

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Our Reading goal for the 2013-2014 school year is to increase the students reading proficiency by 8 percentage points 82%.

G2. Our Writing goal for the 2013-2014 school year is to increase the students writing proficiency by 4 percentage points to 61%.

G3. Our Math goal for the 2013-2014 school year is to increase our proficiency by 10 percentage points to 75%.

G4. Our Algebra EOC goal for the 2013-2014 school year is to increase Level 3 student proficiency by 1 percentage point to 54%.

G5. Our Algebra EOC goal for the 2013-2014 school year is to increase Level 4-5 student proficiency by 1 percentage point to 41%.

G6. Involve students in project-based and articulation activities to prepare for CTE courses in high school

G7. Goal for STEM is to increase the number of opportunities related to STEM by 25%

G8. Our Science goal for the 2013-2014 school year is to increase the students science proficiency by 2 percentage points to 35%.

G9. Our Civics 2013 Baseline Assessment demonstrated that 5% of our students scored at or above the proficiency level.

G10. Our goal this year is to increase attendance to 95.88% and decrease the number of students with excessive absences (10 or more), by 1%

G11. Our goal for the 2013-2014 school year is to maintain current level of Suspensions due to behavioral Referrals.

G12. Our goal for the 2013-2014 school year is to increase parent participation by 1 percent.

Goals Detail

G1. Our Reading goal for the 2013-2014 school year is to increase the students reading proficiency by 8 percentage points 82%.

Targets Supported

Resources Available to Support the Goal

- The resources that we will use in order to meet our Reading goal will be the Journeys Intervention materials, online resources (Reading Plus, Spelling City, PLATO, MobyMac, FCAT Explorer and Discovery Education) Daily Task Cards, teacher made assessments, quizzes, and quarterly CSUSA Discovery Benchmarks.

Targeted Barriers to Achieving the Goal

- As demonstrated on the 2013 FCAT 2.0 Reading sub-test the Hispanic, White and SWD subgroups did not meet their AMO targets.

- Students achieving a Level 3 on the 2013 FCAT 2.0 demonstrated deficiency in the Reading Application category

- Students achieving a Level 4 and above on the 2013 FCAT 2.0 demonstrated deficiency in the Literary Analysis Fiction and Non-Fiction category.

- Students making Learning Gains on the 2013 FCAT 2.0 demonstrated a deficiency in the Informational Text/ Research Process category.

- Students in lowest 25% making learning gains on the FCAT 2.0 demonstrated a deficiency in the Vocabulary category.

- Based on the 2013 CELLA data, 51% of students were proficient in the Listening and Speaking category.

- Based on the 2013 CELLA data, 33% of students were proficient in the Reading category.

- Based on the 2013 CELLA data, 32% of students were proficient in the Writing category.

Plan to Monitor Progress Toward the Goal

Following the CSUSA educational Model, Bi-Weekly assessment data will be utilized to modify instruction as needed and data chats

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative assessments: CSUSA Benchmark assessments, CELLA reports, Summative assessments: 2014 FCAT 2.0

G2. Our Writing goal for the 2013-2014 school year is to increase the students writing proficiency by 4 percentage points to 61%.

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

Resources Available to Support the Goal
- CSUSA Montly Prompts, Spring Board,

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the administration of the 2013 FCAT 2.0 Writing Test was the proper use of conventions.

Plan to Monitor Progress Toward the Goal

Bi-weekly writing prompts focused on proper use of conventions; including, proper Format, grammar, punctuation, transitions while using SprinBoard curriculum on a daily basis through Intensive reading and Critical Thinking classes.

Person or Persons Responsible
MTSS

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: Ongoing Assessments , CSUSA Benchmarks Summative: 2014 FCAT Assessments.

G3. Our Math goal for the 2013-2014 school year is to increase our proficiency by 10 percentage points to 75%.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal
- Math Connects, Study Island, FCAT Explorer, Plato and Gizmos to challenge and stimulate higher order thinking skills.

Targeted Barriers to Achieving the Goal
- Students achieving a Level 3 on the Math 2013 FCAT 2.0 demonstrated deficiency in the Number Operations, Problems and Statistics.
- Students achieving a Level 4 or above on the Math 2013 FCAT 2.0 demonstrated deficiency in the Geometry and Measurement category.
- Students making Learning Gains on the Math 2013 FCAT 2.0 demonstrated a deficiency in the Geometry and Measurement category.
- Students in lowest 25% making learning gains on the Math 2013 FCAT 2.0 demonstrated a deficiency in the Geometry and Measurement category.

Plan to Monitor Progress Toward the Goal

Provide contexts for mathematical exploration and the development of student understanding of geometry by supporting the implementation of hands-on activities.

Person or Persons Responsible

MTSS

Target Dates or Schedule:

Weekly Ongoing Assessments

Evidence of Completion:

Formative: Ongoing Assessments , CSUSA Benchmark Assessments Summative: 2014 FCAT Assessments

G4. Our Algebra EOC goal for the 2013-2014 school year is to increase Level 3 student proficiency by 1 percentage point to 54%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's)

Resources Available to Support the Goal

- Glencoe Algebra Text and Online Resources, Discovery Education, Plato and Gizmos

Targeted Barriers to Achieving the Goal

- According to the Algebra EOC exam students scoring at level 3 had difficulty with Reporting Category 3, Rational Numbers, Radicals, Quadratics and Discrete Mathematics

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

MTSS

Target Dates or Schedule:

Weekly, Ongoing

Evidence of Completion:

Formative: Ongoing Assessments , CSUSA Benchmark Assessments Summative: 2014 FCAT Assessments

G5. Our Algebra EOC goal for the 2013-2014 school year is to increase Level 4-5 student proficiency by 1 percentage point to 41%.

Targets Supported

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

Resources Available to Support the Goal

- Glencoe Algebra Series, Plato and Discovery Education

Targeted Barriers to Achieving the Goal

- Maintaining high level of performance will be a barrier for the 2014 Algebra EOC. 2.1. due

Plan to Monitor Progress Toward the Goal

Following the FCIM, students will be provided with the opportunities to explore and apply the use of a system of equations in the real world.

Person or Persons Responsible

MTSS

Target Dates or Schedule:

Weekly, Ongoing

Evidence of Completion:

Formative: Ongoing Assessments , CSUSA Benchmark Assessments

G6. Involve students in project-based and articulation activities to prepare for CTE courses in high school

Targets Supported

- CTE

- EWS - Middle School

Resources Available to Support the Goal

- Computer Lab, Broadcast Studio, Field Trips

Targeted Barriers to Achieving the Goal

- Limited opportunities to provide CTE related electives

Plan to Monitor Progress Toward the Goal

CTE Teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. Integrate the Electronic Personal Education Planner at the 8th grade level and infuse projects to increase articulation.

Person or Persons Responsible
MTSS

Target Dates or Schedule:
Monthly, Ongoing

Evidence of Completion:
District Reports

G7. Goal for STEM is to increase the number of opportunities related to STEM by 25%

Targets Supported
- Math (Middle School Acceleration)

- Science

- Science - Middle School

Resources Available to Support the Goal
- Fairchild Challenge, Biscayne National Park Field Trip, Science Fair Participation, 30% of Eighth Grade Students will take Advanced Science (Physical Science)

Targeted Barriers to Achieving the Goal
- Limited resources and limited opportunities form cross curricular planning.

Plan to Monitor Progress Toward the Goal

Science Teachers will work with students to integrate the scientific process and encourage students to utilize the Engineering Design Process (Ask, Imagine, Plan, Create and Improve).

Person or Persons Responsible
MTSS

Target Dates or Schedule:
Bi-weekly assessments and CSUSA Benchmark reports

Evidence of Completion:
Formative: Bi-weekly assessments will be administered. CSUSA Benchmarks will be administered quarterly. Summative: The 2014 FCAT 2.0 Science assessment

G8. Our Science goal for the 2013-2014 school year is to increase the students science proficiency by 2 percentage points to 35%.

Targets Supported
- STEM

- STEM - All Levels

Resources Available to Support the Goal
- Discovery Education Streamline, Pearson Comprehensive Science, Study Island and PLATO

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the administration of the 2013 FCAT 2.0 Science Test was Physical Science.

Plan to Monitor Progress Toward the Goal

Provide students enhanced opportunities to compare, contrast, interpret, analyze, and explain scientific concepts during hands on laboratory activity and classroom discussion to reinforce higher-order thinking skill.

Person or Persons Responsible
Administration, Science Liaison, Grade Level/Department Chairs

Target Dates or Schedule:
Review the results of Bi-weekly assessment data to monitor progress and adjust strategies as necessary. Lab reports will be available and used to determine the effectiveness of strategies

Evidence of Completion:
Formative: Ongoing Assessments CSUSA Benchmark Assessments Summative: 2014 FCAT Assessments

G9. Our Civics 2013 Baseline Assessment demonstrated that 5% of our students scored at or above the proficiency level.

Targets Supported
- Science

- Science - Middle School

Resources Available to Support the Goal
- PLATO, Discovery Education

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the administration of the 2013 Civics Discovery Baseline Assessment was in the Organization and Function of Government category.

Plan to Monitor Progress Toward the Goal

Provide teachers additional PD opportunities to learn to use PLATO & Discovery Education within the Civics segments.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Review the results of Bi-Weekly assessment data to monitor progress and adjust strategies as necessary.

Evidence of Completion:
Formative: Ongoing Assessments CSUSA Benchmark Assessments Summative: 2014 FCAT Assessment

G10. Our goal this year is to increase attendance to 95.88% and decrease the number of students with excessive absences (10 or more), by 1%

Targets Supported
- Parental Involvement
- EWS - Middle School
- Additional Targets

Resources Available to Support the Goal
- Parentlink, Phone Contact

Targeted Barriers to Achieving the Goal
- Parents understanding the importance of regular attendance and the correlation of success in school.

Plan to Monitor Progress Toward the Goal

Continue to have open communication with parents regarding attendance requirements using PowerSchool, PTO, Parentlink. Parental contract indicates attendance requirements.

Person or Persons Responsible
Administration, Registrar and CSUSA team

Target Dates or Schedule:
Monitor the overall attendance weekly and my phone calls when necessary.

Evidence of Completion:
PowerSchool Report Daily Attendance Report

G11. Our goal for the 2013-2014 school year is to maintain current level of Suspensions due to behavioral Referrals.

Targets Supported

- EWS

- EWS - Middle School

- EWS - Graduation

Resources Available to Support the Goal

- Strive Positive Behavior program, Parent School Communication tools.

Targeted Barriers to Achieving the Goal

- Maintain high expectations for student behavior and parent involvement and communicate clearly to parents and students expected behavior.

Plan to Monitor Progress Toward the Goal

Continue current behavior management plan which sets clear expectations and communicate such to parents through parent contract. Parental contract indicates behavioral guidelines and expectations.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Monitor number of discipline referrals weekly.

Evidence of Completion:
PowerSchool Suspension Report.

G12. Our goal for the 2013-2014 school year is to increase parent participation by 1 percent.

Targets Supported

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

Resources Available to Support the Goal

- Parent Link, PowerSchool, PTO

Targeted Barriers to Achieving the Goal

- Parents work schedules conflict with school activities.

Plan to Monitor Progress Toward the Goal

Schedule more family-oriented activities and events. Encourage Parents to join PTO. Vary time schedules for activities throughout the year that are more to parent schedules.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Bi-Annual

Evidence of Completion:
Volunteer logs in Student Information System

Action Plan for Improvement

Problem Solving Key

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

G1. Our Reading goal for the 2013-2014 school year is to increase the students reading proficiency by 8 percentage points 82%.

G1.B1 As demonstrated on the 2013 FCAT 2.0 Reading sub-test the Hispanic, White and SWD subgroups did not meet their AMO targets.

G1.B1.S1 Identify students within the Hispanic, White and SWD subgroups who are not proficient and place in appropriate interventions within the first two weeks of the 2013-2014 school year.

Action Step 1

Identify which students within the Subgroups need remediation through data analysis and place them in an intervention program related to vocabulary development .

Person or Persons Responsible

Teachers

Target Dates or Schedule

First week of school

Evidence of Completion

List of students and Data

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

Following the CSUSA educational Model, Bi-Weekly assessment data will be utilized to modify instruction as needed

Person or Persons Responsible

The LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student Assessments, Benchmarks, Generated Data Reports

Plan to Monitor Effectiveness of G1.B1.S1

Following the CSUSA educational Model, Bi-Weekly assessment data will be utilized to modify instruction as needed and data chats

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student Assessments, Benchmarks, Generated Data Reports

G1.B2 Students achieving a Level 3 on the 2013 FCAT 2.0 demonstrated deficiency in the Reading Application category

G1.B2.S1 Students will utilize grade-level appropriate text that includes identifiable author's purpose and perspective for reading, including informing, telling a story, conveying a particular mood through specific language or persuading.

Action Step 1

Weekly classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Reading Plus reports and Student assessments

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

Weekly classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Student Data, Reading Plus reports, and Springboard Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Weekly classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

Teachers, LLT, Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Student Data, Reading Plus reports, and Springboard Assessments

G1.B3 Students achieving a Level 4 and above on the 2013 FCAT 2.0 demonstrated deficiency in the Literary Analysis Fiction and Non-Fiction category.

G1.B3.S1 Ensure the implementation of appropriate classroom strategies including: •Graphic organizers –Character and Plot •Concept maps- Conflict Resolution •Signal/key words •Vocabulary- Descriptive and figurative language development activities •Availability of a wide variety of reading material representing various genres and styles •Include Reading Plus and Study Island activities in grades 6- 8

Action Step 1

Weekly classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work and assessments

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

Weekly classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Data Charts, Benchmarks, Student Grades

Plan to Monitor Effectiveness of G1.B3.S1

Weekly classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary

Person or Persons Responsible

Leadership Team and LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Data Charts, Benchmarks, Student Grades

G1.B4 Students making Learning Gains on the 2013 FCAT 2.0 demonstrated a deficiency in the Informational Text/ Research Process category.

G1.B4.S1 Utilize real-world documents such as reference books, appropriate text, brochures, fliers, articles, and websites so students can draw on text features/structure to locate, interpret, and organize information. Include Reading Plus, Journeys, FCAT 2.0 Task cards.

Action Step 1

Classroom assessments will be used to determine appropriate Differentiated Instruction. Data analysis will be used to monitor progress and measure improvement and adjust instruction as necessary

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student Work, Assessments, Data reports

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

Classroom assessments will be used to determine appropriate Differentiated Instruction. Data analysis will be used to monitor progress and measure improvement and adjust instruction as necessary

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Data Reports; Journeys, Reading, Discovery Benchmarks

Plan to Monitor Effectiveness of G1.B4.S1

Classroom assessments will be used to determine appropriate Differentiated Instruction. Data analysis will be used to monitor progress and measure improvement and adjust instruction as necessary

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data Reports; Journeys, Reading, Discovery Benchmarks

G1.B5 Students in lowest 25% making learning gains on the FCAT 2.0 demonstrated a deficiency in the Vocabulary category.

G1.B5.S1 Implement vocabulary development activities across grade levels, including word games, word walls, and other grade level appropriate activities. Include Reading Plus, Journeys, FCAT 2.0 Task cards

Action Step 1

Classroom assessment will be used to determine appropriate Differentiated Instruction. Data analysis will be used to monitor progress, measure improvement and adjust instruction as necessary

Person or Persons Responsible

RTL

Target Dates or Schedule

Weekly

Evidence of Completion

Student work, assessments, Reading Plus and Journeys reports

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

Classroom assessment will be used to determine appropriate Differentiated Instruction. Data analysis will be used to monitor progress, measure improvement and adjust instruction as necessary

Person or Persons Responsible

Rti

Target Dates or Schedule

Weekly

Evidence of Completion

Student work, assessments, Reading Plus and Journeys reports

Plan to Monitor Effectiveness of G1.B5.S1

Classroom assessment will be used to determine appropriate Differentiated Instruction. Data analysis will be used to monitor progress, measure improvement and adjust instruction as necessary

Person or Persons Responsible

Rti and LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student assessments, Reading Plus and Journeys reports

G1.B6 Based on the 2013 CELLA data, 51% of students were proficient in the Listening and Speaking category.

G1.B6.S1 Implement the Language experience Approach in the classroom such as: Provide students with the Experience/Motivation -An experience story is based on an experience the teacher and student share.

Action Step 1

Implementing the CSUSA Educational Model by reviewing data found on computer-based programs such as English in a Flash, Reading Plus and Discovery Education reports

Person or Persons Responsible

Teachers and ESOL Coordinator

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student data, Reading Plus, English in a Flash and Discovery Education Reports

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

Implementing the CSUSA Educational Model by reviewing data found on computer-based programs such as English in a Flash, Reading Plus and Discovery Education reports

Person or Persons Responsible

ESOL Coordinator and Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Reading Plus, English in a Flash and Discovery Education Reports

Plan to Monitor Effectiveness of G1.B6.S1

Implementing the CSUSA Educational Model by reviewing data found on computer-based programs such as English in a Flash, Reading Plus and Discovery Education reports

Person or Persons Responsible

Leadership team and ESOL Coordinator

Target Dates or Schedule

Monthly

Evidence of Completion

Reading Plus, English in a Flash and Discovery Education Reports

G1.B7 Based on the 2013 CELLA data, 33% of students were proficient in the Reading category.

G1.B7.S1 Students need to be provided with meaningful activities to relate to existing prior knowledge. Teachers must plan activities to provide students relevant context.

Action Step 1

Implementing the CSUSA Educational model and reviewing data found on computer-based programs such as Reading Plus, English in a Flash and Discovery Education reports.

Person or Persons Responsible

Teachers and ESOL Coordinator

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student data, Reading Plus, English in a Flash and Discovery Education Reports

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

Implementing the CSUSA Educational model and reviewing data found on computer-based programs such as Reading Plus, English in a Flash and Discovery Education reports.

Person or Persons Responsible

ESOL Coordinator and Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student data, Reading Plus, English in a Flash and Discovery Education Reports

Plan to Monitor Effectiveness of G1.B7.S1

Implementing the CSUSA Educational model and reviewing data found on computer-based programs such as Reading Plus, English in a Flash and Discovery Education reports.

Person or Persons Responsible

ESOL Coordinator and Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student data, Reading Plus, English in a Flash and Discovery Education Reports

G1.B8 Based on the 2013 CELLA data, 32% of students were proficient in the Writing category.

G1.B8.S1 Teachers will provide students with many writing models as: Venn diagrams, story maps and picture books to develop their writing skills.

Action Step 1

Implement the CSUSA Educational model by reviewing monthly writing prompts (schoolwide writing program) and CSUSA pre-post Writing Tests using the state Writing rubric.

Person or Persons Responsible

Teachers and ESOL Coordinator

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Writing samples

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

Implement the CSUSA Educational model by reviewing monthly writing prompts (schoolwide writing program) and CSUSA pre-post Writing Tests using the state Writing rubric.

Person or Persons Responsible

ESOL Coordinator and

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Writing Samples

Plan to Monitor Effectiveness of G1.B8.S1

Implement the CSUSA Educational model by reviewing monthly writing prompts (schoolwide writing program) and CSUSA pre-post Writing Tests using the state Writing rubric.

Person or Persons Responsible

ESOL Coordinator & Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Writing Data

G2. Our Writing goal for the 2013-2014 school year is to increase the students writing proficiency by 4 percentage points to 61%.

G2.B1 The area of deficiency as noted on the administration of the 2013 FCAT 2.0 Writing Test was the proper use of conventions.

G2.B1.S1 Expand the implementation of use of proper conventions across grade levels, including word games, word walls, and other grade level appropriate activities.

Action Step 1

Bi-weekly writing prompts focused on proper use of conventions; including, proper Format, grammar, punctuation, transitions while using SprinBoard curriculum on a daily basis through Intensive reading and Critical Thinking classes.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-Weekly, Daily

Evidence of Completion

Review the results of Monthly Writing Assignments using the FACT 2.0 rubric

Facilitator:

Eighth Grade Team Lead

Participants:

Critical Thinking, Language Arts and Reading Teachers

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

Bi-weekly writing prompts focused on proper use of conventions; including, proper Format, grammar, punctuation, transitions while using SprinBoard curriculum on a daily basis through Intensive reading and Critical Thinking classes.

Person or Persons Responsible

MTSS, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Ongoing Assessments , CSUSA Benchmarks Summative: 2014 FCAT Assessments.

Plan to Monitor Effectiveness of G2.B1.S1

Bi-weekly writing prompts focused on proper use of conventions; including, proper Format, grammar, punctuation, transitions while using SprinBoard curriculum on a daily basis through Intensive reading and Critical Thinking classes.

Person or Persons Responsible

MTSS, LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Ongoing Assessments , CSUSA Benchmarks Summative: 2014 FCAT Assessments.

G3. Our Math goal for the 2013-2014 school year is to increase our proficiency by 10 percentage points to 75%.

G3.B1 Students achieving a Level 3 on the Math 2013 FCAT 2.0 demonstrated deficiency in the Number Operations, Problems and Statistics.

G3.B1.S1 Provide context for mathematical exploration and the development of student understanding of number operations, Problems and Statistics. Provide FCAT Level 3 students with online resources such as FCAT Explorer, PLATO, Study Island and Gizmos to challenge and stimulate higher order thinking skills.

Action Step 1

Ongoing classroom assessments will be used to determine appropriate Differentiated Instruction focused on Number Operations, Problems and Statistics. Data reports will be analyzed and used to measure improvements and adjust strategies as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly Ongoing Assessments

Evidence of Completion

Formative: Ongoing Assessments , CSUSA Benchmark Assessments

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

Ongoing classroom assessments will be used to determine appropriate Differentiated Instruction focused on Number Operations, Problems and Statistics. Data reports will be analyzed and used to measure improvements and adjust strategies as needed.

Person or Persons Responsible

MTSS, RTL

Target Dates or Schedule

Weekly Ongoing Assessments

Evidence of Completion

Formative: Ongoing Assessments , CSUSA Benchmark Assessments

Plan to Monitor Effectiveness of G3.B1.S1

Ongoing classroom assessments will be used to determine appropriate Differentiated Instruction focused on Number Operations, Problems and Statistics. Data reports will be analyzed and used to measure improvements and adjust strategies as needed.

Person or Persons Responsible

MTSS, RTL

Target Dates or Schedule

Weekly Ongoing Assessments

Evidence of Completion

Formative: Ongoing Assessments , CSUSA Benchmark Assessments

G3.B2 Students achieving a Level 4 or above on the Math 2013 FCAT 2.0 demonstrated deficiency in the Geometry and Measurement category.

G3.B2.S1 Provide contexts for mathematical exploration and the development of student understanding of geometry by supporting the implementation of hands-on activities.

Action Step 1

Provide contexts for mathematical exploration and the development of student understanding of geometry by supporting the implementation of hands-on activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly, Ongoing

Evidence of Completion

Formative Assessments, CSUSA Benchmarks, FCAT Explorer,

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

Provide contexts for mathematical exploration and the development of student understanding of geometry by supporting the implementation of hands-on activities.

Person or Persons Responsible

MTSS, RTL

Target Dates or Schedule

Weekly, Ongoing

Evidence of Completion

Formative Assessments, CSUSA Benchmarks, FCAT Explorer

Plan to Monitor Effectiveness of G3.B2.S1

Provide contexts for mathematical exploration and the development of student understanding of geometry by supporting the implementation of hands-on activities.

Person or Persons Responsible

MTSS, RTL

Target Dates or Schedule

Weekly, Ongoing

Evidence of Completion

Formative Assessments, CSUSA Benchmarks, FCAT Explorer

G3.B3 Students making Learning Gains on the Math 2013 FCAT 2.0 demonstrated a deficiency in the Geometry and Measurement category.

G3.B3.S1 Provide contexts for mathematical exploration and the development of student understanding of geometry by supporting the implementation of hands-on activities.

Action Step 1

Provide contexts for mathematical exploration and the development of student understanding of geometry by supporting the implementation of hands-on activities.

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Provide contexts for mathematical exploration and the development of student understanding of geometry by supporting the implementation of hands-on activities.

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B3.S1

Provide contexts for mathematical exploration and the development of student understanding of geometry by supporting the implementation of hands-on activities.

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B4 Students in lowest 25% making learning gains on the Math 2013 FCAT 2.0 demonstrated a deficiency in the Geometry and Measurement category.

G3.B4.S1 Provide contexts for mathematical exploration and the development of student understanding of geometry by supporting the implementation of hands-on activities.

Action Step 1

Provide contexts for mathematical exploration and the development of student understanding of geometry by supporting the implementation of hands-on activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly, Ongoing

Evidence of Completion

Formative: Ongoing Assessments , CSUSA Benchmark Assessments

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

Provide contexts for mathematical exploration and the development of student understanding of geometry by supporting the implementation of hands-on activities.

Person or Persons Responsible

MTSS, RTL

Target Dates or Schedule

Weekly, Ongoing

Evidence of Completion

Formative: Ongoing Assessments , CSUSA Benchmark Assessments

Plan to Monitor Effectiveness of G3.B4.S1

Provide contexts for mathematical exploration and the development of student understanding of geometry by supporting the implementation of hands-on activities.

Person or Persons Responsible

MTSS,RTL

Target Dates or Schedule

Weekly, Ongoing

Evidence of Completion

Formative: Ongoing Assessments , CSUSA Benchmark Assessments

G4. Our Algebra EOC goal for the 2013-2014 school year is to increase Level 3 student proficiency by 1 percentage point to 54%.

G4.B1 According to the Algebra EOC exam students scoring at level 3 had difficulty with Reporting Category 3, Rational Numbers, Radicals, Quadratics and Discrete Mathematics

G4.B1.S1 Provide students opportunities to solve algebraic proportions in real-world and mathematical contexts, using quadratic equations,; perform set operations such as union and intersection, compliment and cross product.

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-Weekly, Ongoing

Evidence of Completion

Formative Assessments, CSUSA Benchmarks, FCAT Explorer,

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

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

Person or Persons Responsible

MTSS, RTL

Target Dates or Schedule

Weekly, Ongoing

Evidence of Completion

Formative Assessments, CSUSA Benchmarks, FCAT Explorer,

Plan to Monitor Effectiveness of G4.B1.S1

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

Person or Persons Responsible

MTSS, RTL

Target Dates or Schedule

Weekly, Ongoing

Evidence of Completion

Formative Assessments, CSUSA Benchmarks, FCAT Explorer,

G5. Our Algebra EOC goal for the 2013-2014 school year is to increase Level 4-5 student proficiency by 1 percentage point to 41%.

G5.B1 Maintaining high level of performance will be a barrier for the 2014 Algebra EOC. 2.1. due

G5.B1.S1 Following the FCIM, students will be provided with the opportunities to explore and apply the use of a system of equations in the real world.

Action Step 1

Following the FCIM, students will be provided with the opportunities to explore and apply the use of a system of equations in the real world.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly, Ongoing

Evidence of Completion

Formative Assessments, CSUSA Benchmarks, FCAT Explorer

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

Following the FCIM, students will be provided with the opportunities to explore and apply the use of a system of equations in the real world.

Person or Persons Responsible

MTSS, RTL

Target Dates or Schedule

Weekly, Ongoing

Evidence of Completion

Formative Assessments, CSUSA Benchmarks, FCAT Explorer

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM, students will be provided with the opportunities to explore and apply the use of a system of equations in the real world.

Person or Persons Responsible

MTSS, RTL

Target Dates or Schedule

Weekly, Ongoing

Evidence of Completion

Formative Assessments, CSUSA Benchmarks, FCAT Explorer

G6. Involve students in project-based and articulation activities to prepare for CTE courses in high school

G6.B1 Limited opportunities to provide CTE related electives

G6.B1.S1 CTE Teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. Integrate the Electronic Personal Education Planner at the 8th grade level and infuse projects to increase articulation.

Action Step 1

CTE Teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. Integrate the Electronic Personal Education Planner at the 8th grade level and infuse projects to increase articulation.

Person or Persons Responsible

MTSS

Target Dates or Schedule

Monthly, Ongoing

Evidence of Completion

District Reports

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

CTE Teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. Integrate the Electronic Personal Education Planner at the 8th grade level and infuse projects to increase articulation.

Person or Persons Responsible

MTSS

Target Dates or Schedule

Monthly, Ongoing

Evidence of Completion

District Reports

Plan to Monitor Effectiveness of G6.B1.S1

CTE Teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. Integrate the Electronic Personal Education Planner at the 8th grade level and infuse projects to increase articulation.

Person or Persons Responsible

MTSS

Target Dates or Schedule

Monthly, Ongoing

Evidence of Completion

District Reports

G7. Goal for STEM is to increase the number of opportunities related to STEM by 25%

G7.B1 Limited resources and limited opportunities form cross curricular planning.

G7.B1.S1 Science Teachers will work with students to integrate the scientific process and encourage students to utilize the Engineering Design Process (Ask, Imagine, Plan, Create and Improve).

Action Step 1

Science Teachers will work with students to integrate the scientific process and encourage students to utilize the Engineering Design Process (Ask, Imagine, Plan, Create and Improve).

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Bi-weekly assessments and CSUSA Benchmark

Evidence of Completion

Formative: Bi-weekly assessments will be administered. CSUSA Benchmarks will be administered quarterly.

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

Science Teachers will work with students to integrate the scientific process and encourage students to utilize the Engineering Design Process (Ask, Imagine, Plan, Create and Improve).

Person or Persons Responsible

MTSS

Target Dates or Schedule

Bi-weekly assessments and CSUSA Benchmark reports

Evidence of Completion

Formative: Bi-weekly assessments will be administered. CSUSA Benchmarks will be administered quarterly.

Plan to Monitor Effectiveness of G7.B1.S1

Science Teachers will work with students to integrate the scientific process and encourage students to utilize the Engineering Design Process (Ask, Imagine, Plan, Create and Improve).

Person or Persons Responsible

MTSS

Target Dates or Schedule

Bi-weekly assessments and CSUSA Benchmark reports

Evidence of Completion

Formative: Bi-weekly assessments will be administered. CSUSA Benchmarks will be administered quarterly.

G8. Our Science goal for the 2013-2014 school year is to increase the students science proficiency by 2 percentage points to 35%.

G8.B1 The area of deficiency as noted on the administration of the 2013 FCAT 2.0 Science Test was Physical Science.

G8.B1.S1 Provide students enhanced opportunities to compare, contrast, interpret, analyze, and explain scientific concepts during hands on laboratory activity and classroom discussion to reinforce higher-order thinking skills

Action Step 1

Provide students enhanced opportunities to compare, contrast, interpret, analyze, and explain scientific concepts during hands on laboratory activity and classroom discussion to reinforce

Person or Persons Responsible

Teachers

Target Dates or Schedule

Review the results of Bi-weekly assessment data to monitor progress and adjust strategies as necessary. Lab reports will be available and used to determine the effectiveness of strategies

Evidence of Completion

Formative: Ongoing Assessments CSUSA Benchmark Assessments

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

Provide students enhanced opportunities to compare, contrast, interpret, analyze, and explain scientific concepts during hands on laboratory activity and classroom discussion to reinforce higher-order thinking skill.

Person or Persons Responsible

MTSS, RTL

Target Dates or Schedule

Bi-weekly assessments, Ongoing

Evidence of Completion

Formative: Ongoing Assessments CSUSA Benchmark Assessments

Plan to Monitor Effectiveness of G8.B1.S1

Provide students enhanced opportunities to compare, contrast, interpret, analyze, and explain scientific concepts during hands on laboratory activity and classroom discussion to reinforce higher-order thinking skill.

Person or Persons Responsible

Administration, Science Liaison, Grade Level/Department Chairs

Target Dates or Schedule

Review the results of Bi-weekly assessment data to monitor progress and adjust strategies as necessary. Lab reports will be available and used to determine the effectiveness of strategies

Evidence of Completion

Formative: Ongoing Assessments CSUSA Benchmark Assessments Summative: 2014 FCAT Assessments

G9. Our Civics 2013 Baseline Assessment demonstrated that 5% of our students scored at or above the proficiency level.

G9.B1 The area of deficiency as noted on the administration of the 2013 Civics Discovery Baseline Assessment was in the Organization and Function of Government category.

G9.B1.S1 Provide teachers additional PD opportunities to learn how to effectively use PLATO and Discovery Education in the Social Studies segments.

Action Step 1

Provide teachers additional PD opportunities to learn to use PLATO & Discovery Education within the Civics segments.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Teacher Planning Days

Evidence of Completion

Teacher Lesson Plans

Facilitator:

Plato Trainer

Participants:

All Teachers

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

Provide teachers additional PD opportunities to learn to use PLATO & Discovery Education within the Civics segments.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly, Ongoing

Evidence of Completion

Teacher Lesson Plans

Plan to Monitor Effectiveness of G9.B1.S1

Provide teachers additional PD opportunities to learn to use PLATO & Discovery Education within the Civics segments.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly, Ongoing

Evidence of Completion

Weekly, Lesson Plans and Walk thrus

G10. Our goal this year is to increase attendance to 95.88% and decrease the number of students with excessive absences (10 or more), by 1%

G10.B1 Parents understanding the importance of regular attendance and the correlation of success in school.

G10.B1.S1 Continue to have open communication with parents regarding attendance requirements using PowerSchool, PTO, Parentlink. Parental contract indicates attendance requirements.

Action Step 1

Continue to have open communication with parents regarding attendance requirements using PowerSchool, PTO, Parentlink. Parental contract indicates attendance requirements.

Person or Persons Responsible

Administration, Registrar and CSUSA team

Target Dates or Schedule

Monitor the overall attendance weekly and my phone calls when necessary.

Evidence of Completion

PowerSchool Report Daily Attendance Report

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

Continue to have open communication with parents regarding attendance requirements using PowerSchool, PTO, Parentlink. Parental contract indicates attendance requirements.

Person or Persons Responsible

Administration, Registrar and CSUSA team

Target Dates or Schedule

Monitor the overall attendance weekly and my phone calls when necessary.

Evidence of Completion

PowerSchool Report Daily Attendance Report

Plan to Monitor Effectiveness of G10.B1.S1

Continue to have open communication with parents regarding attendance requirements using PowerSchool, PTO, Parentlink. Parental contract indicates attendance requirements.

Person or Persons Responsible

Administration, Registrar and CSUSA team

Target Dates or Schedule

Monitor the overall attendance weekly and my phone calls when necessary.

Evidence of Completion

PowerSchool Report Daily Attendance Report

G11. Our goal for the 2013-2014 school year is to maintain current level of Suspensions due to behavioral Referrals.

G11.B1 Maintain high expectations for student behavior and parent involvement and communicate clearly to parents and students expected behavior.

G11.B1.S1 Continue current behavior management plan which sets clear expectations and communicate such to parents through parent contract. Parental contract indicates behavioral guidelines and expectations.

Action Step 1

Continue current behavior management plan which sets clear expectations and communicate such to parents through parent contract. Parental contract indicates behavioral guidelines and expectations.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monitor number of discipline referrals weekly.

Evidence of Completion

PowerSchool Suspension Report.

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

Continue current behavior management plan which sets clear expectations and communicate such to parents through parent contract. Parental contract indicates behavioral guidelines and expectations.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monitor number of discipline referrals weekly.

Evidence of Completion

PowerSchool Suspension Report.

Plan to Monitor Effectiveness of G11.B1.S1

Continue current behavior management plan which sets clear expectations and communicate such to parents through parent contract. Parental contract indicates behavioral guidelines and expectations.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monitor number of discipline referrals weekly.

Evidence of Completion

PowerSchool Suspension Report.

G12. Our goal for the 2013-2014 school year is to increase parent participation by 1 percent.

G12.B1 Parents work schedules conflict with school activities.

G12.B1.S1 Schedule more family-oriented activities and events. Encourage Parents to join PTO. Vary time schedules for activities throughout the year that are more to parent schedules.

Action Step 1

Schedule more family-oriented activities and events. Encourage Parents to join PTO. Vary time schedules for activities throughout the year that are more to parent schedules.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Volunteer logs in Student Information System

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

Schedule more family-oriented activities and events. Encourage Parents to join PTO. Vary time schedules for activities throughout the year that are more to parent schedules.

Person or Persons Responsible

Leadership

Target Dates or Schedule

Monthly

Evidence of Completion

Volunteer logs in Student Information System

Plan to Monitor Effectiveness of G12.B1.S1

Schedule more family-oriented activities and events. Encourage Parents to join PTO. Vary time schedules for activities throughout the year that are more to parent schedules.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Volunteer logs in Student Information System

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

NA

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.

G2. Our Writing goal for the 2013-2014 school year is to increase the students writing proficiency by 4 percentage points to 61%.

G2.B1 The area of deficiency as noted on the administration of the 2013 FCAT 2.0 Writing Test was the proper use of conventions.

G2.B1.S1 Expand the implementation of use of proper conventions across grade levels, including word games, word walls, and other grade level appropriate activities.

PD Opportunity 1

Bi-weekly writing prompts focused on proper use of conventions; including, proper Format, grammar, punctuation, transitions while using SprinBoard curriculum on a daily basis through Intensive reading and Critical Thinking classes.

Facilitator

Eighth Grade Team Lead

Participants

Critical Thinking, Language Arts and Reading Teachers

Target Dates or Schedule

Bi-Weekly, Daily

Evidence of Completion

Review the results of Monthly Writing Assignments using the FACT 2.0 rubric

G9. Our Civics 2013 Baseline Assessment demonstrated that 5% of our students scored at or above the proficiency level.

G9.B1 The area of deficiency as noted on the administration of the 2013 Civics Discovery Baseline Assessment was in the Organization and Function of Government category.

G9.B1.S1 Provide teachers additional PD opportunities to learn how to effectively use PLATO and Discovery Education in the Social Studies segments.

PD Opportunity 1

Provide teachers additional PD opportunities to learn to use PLATO & Discovery Education within the Civics segments.

Facilitator

Plato Trainer

Participants

All Teachers

Target Dates or Schedule

Teacher Planning Days

Evidence of Completion

Teacher Lesson Plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Our Reading goal for the 2013-2014 school year is to increase the students reading proficiency by 8 percentage points 82%.	$22,457
G3.	Our Math goal for the 2013-2014 school year is to increase our proficiency by 10 percentage points to 75%.	$2,448
G4.	Our Algebra EOC goal for the 2013-2014 school year is to increase Level 3 student proficiency by 1 percentage point to 54%.	$500
G8.	Our Science goal for the 2013-2014 school year is to increase the students science proficiency by 2 percentage points to 35%.	$7,186
G9.	Our Civics 2013 Baseline Assessment demonstrated that 5% of our students scored at or above the proficiency level.	$6,600
	Total	$39,191

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Evidence-Based Program
Total	$39,191	$39,191
FTE	$39,191	$39,191

Budget Details

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

G1. Our Reading goal for the 2013-2014 school year is to increase the students reading proficiency by 8 percentage points 82%.

G1.B1 As demonstrated on the 2013 FCAT 2.0 Reading sub-test the Hispanic, White and SWD subgroups did not meet their AMO targets.

G1.B1.S1 Identify students within the Hispanic, White and SWD subgroups who are not proficient and place in appropriate interventions within the first two weeks of the 2013-2014 school year.

Action Step 1

Identify which students within the Subgroups need remediation through data analysis and place them in an intervention program related to vocabulary development .

Resource Type

Evidence-Based Program

Resource

Reading Plus, Journeys,

Funding Source

FTE

Amount Needed

$7,277

G1.B5 Students in lowest 25% making learning gains on the FCAT 2.0 demonstrated a deficiency in the Vocabulary category.

G1.B5.S1 Implement vocabulary development activities across grade levels, including word games, word walls, and other grade level appropriate activities. Include Reading Plus, Journeys, FCAT 2.0 Task cards

Action Step 1

Classroom assessment will be used to determine appropriate Differentiated Instruction. Data analysis will be used to monitor progress, measure improvement and adjust instruction as necessary

Resource Type

Evidence-Based Program

Resource

SpringBoard Curriculum

Funding Source

FTE

Amount Needed

$15,180

G3. Our Math goal for the 2013-2014 school year is to increase our proficiency by 10 percentage points to 75%.

G3.B1 Students achieving a Level 3 on the Math 2013 FCAT 2.0 demonstrated deficiency in the Number Operations, Problems and Statistics.

G3.B1.S1 Provide context for mathematical exploration and the development of student understanding of number operations, Problems and Statistics. Provide FCAT Level 3 students with online resources such as FCAT Explorer, PLATO, Study Island and Gizmos to challenge and stimulate higher order thinking skills.

Action Step 1

Ongoing classroom assessments will be used to determine appropriate Differentiated Instruction focused on Number Operations, Problems and Statistics. Data reports will be analyzed and used to measure improvements and adjust strategies as needed.

Resource Type

Evidence-Based Program

Resource

Study Island, Glencoe, Math Connects, Triumph Learning,

Funding Source

FTE

Amount Needed

$2,448

G4. Our Algebra EOC goal for the 2013-2014 school year is to increase Level 3 student proficiency by 1 percentage point to 54%.

G4.B1 According to the Algebra EOC exam students scoring at level 3 had difficulty with Reporting Category 3, Rational Numbers, Radicals, Quadratics and Discrete Mathematics

G4.B1.S1 Provide students opportunities to solve algebraic proportions in real-world and mathematical contexts, using quadratic equations,; perform set operations such as union and intersection, compliment and cross product.

Action Step 1

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

Resource Type

Evidence-Based Program

Resource

Glencoe Algebra 1,Workbooks, Practice

Funding Source

FTE

Amount Needed

$500

G8. Our Science goal for the 2013-2014 school year is to increase the students science proficiency by 2 percentage points to 35%.

G8.B1 The area of deficiency as noted on the administration of the 2013 FCAT 2.0 Science Test was Physical Science.

G8.B1.S1 Provide students enhanced opportunities to compare, contrast, interpret, analyze, and explain scientific concepts during hands on laboratory activity and classroom discussion to reinforce higher-order thinking skills

Action Step 1

Provide students enhanced opportunities to compare, contrast, interpret, analyze, and explain scientific concepts during hands on laboratory activity and classroom discussion to reinforce

Resource Type

Evidence-Based Program

Resource

Weekly Reader for ScienceLab Resources, Gizmos, Science World

Funding Source

FTE

Amount Needed

$7,186

G9. Our Civics 2013 Baseline Assessment demonstrated that 5% of our students scored at or above the proficiency level.

G9.B1 The area of deficiency as noted on the administration of the 2013 Civics Discovery Baseline Assessment was in the Organization and Function of Government category.

G9.B1.S1 Provide teachers additional PD opportunities to learn how to effectively use PLATO and Discovery Education in the Social Studies segments.

Action Step 1

Provide teachers additional PD opportunities to learn to use PLATO & Discovery Education within the Civics segments.

Resource Type

Evidence-Based Program

Resource

Plato

Funding Source

FTE

Amount Needed

$6,600