



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Leisure City K 8 Center

14950 SW 288TH ST

Homestead, FL 33033

305-247-5431

<http://lecityk8dolphins.dadeschools.net>

School Demographics

School Type
Combination School

Title I
Yes

Free and Reduced Lunch Rate
99%

Alternative/ESE Center
No

Charter School
No

Minority Rate
98%

School Grades History

2013-14
C

2012-13
C

2011-12
C

2010-11
C

SIP Authority and Template

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

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

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

Table of Contents

| | |
|---|------------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Part I: Current School Status | 6 |
| Part II: Expected Improvements | 19 |
| Goals Summary | 24 |
| Goals Detail | 24 |
| Action Plan for Improvement | 35 |
| Part III: Coordination and Integration | 98 |
| Appendix 1: Professional Development Plan to Support Goals | 100 |
| Appendix 2: Budget to Support Goals | 106 |

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

Leisure City K 8 Center

Principal

Kelli Hunter R

School Advisory Council chair

Cherylise Washington

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

| Name | Title |
|----------------|---------------------|
| Hilda Milanés | Assistant Principal |
| Jennifer Brill | Assistant Principal |

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1, UTD steward – 1, teachers – 5, parents – 6, educational support, student – 1, BCR – 3)

Involvement of the SAC in the development of the SIP

The EESAC facilitated a meeting with department grade chairs to evaluate and revise the current SIP strategies. The EESAC also met to discuss the preliminary strategies and add additional strategies or condense ones that need to be condensed.

Activities of the SAC for the upcoming school year

The SAC will monitor the implementation of the School Improvement Plan and the Parent Involvement Plan. The EESAC members will review and approve the SIP as well as monitor student data throughout the year in order to make necessary changes as needed.

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

The projected total of the EESAC funds was \$6,000. Of the total, \$5,000 was allocated for the purchase of medals, awards, and assemblies, and \$1,000 for printing the Student Code of Conduct

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Kelli Hunter R

Principal

Years as Administrator: 10

Years at Current School: 6

Credentials

Political Science K -12
 Educational Leadership
 Doctor of Philosophy
 Bachelor of Arts
 Masters of Science

Performance Record

2013 - School Grade – C
 Rdg. Proficiency: 42%
 Math Proficiency: 37%
 Rdg. Lrg. Gains: 69 points
 Math Lrg. Gains: 56 points
 Rdg. Imp. of Lowest 25%: 68 points
 Math Imp. of Lowest 25% : 67 points
 Rdg. AMO – Yes
 Math AMO – No
 2012 - School Grade – C
 Rdg. Proficiency: 36%
 Math Proficiency: 43 %
 Rdg. Lrg. Gains: 65 points
 Math Lrg. Gains: 62 points
 Rdg. Imp. of Lowest 25%: 64 points
 Math Imp. of Lowest 25% : 65 points
 Rdg. AMO – No
 Math AMO – No
 2011 - School Grade – C
 Rdg. Proficiency: 53%
 Math Proficiency: 63%
 Rdg. Lrg. Gains: 57 points
 Math Lrg. Gains: 65 points
 Rdg. Imp. of Lowest 25%: 60 points
 Math Imp. of Lowest 25%: 71 points
 2010 - School Grade – C
 Rdg. Proficiency: 53%
 Math Proficiency: 56%
 Rdg. Lrg. Gains: 59 points
 Math Lrg. Gains: 60 points
 Rdg. Imp. of Lowest 25%: 52 points
 Math Imp. of Lowest 25%: 57 points
 2009 - School Grade – B
 Rdg. Proficiency: 53%
 Math Proficiency: 57%
 Rdg. Lrg. Gains: 68 points
 Math Lrg. Gains: 66 points
 Rdg. Imp. of Lowest 25%: 72 points
 Math Imp. of Lowest 25%: 69 points

| | | |
|----------------------|----------------------------|----------------------------|
| Hilda Milanés | | |
| Asst Principal | Years as Administrator: 14 | Years at Current School: 8 |

Credentials

Elementary ED
 Ed Leadership
 Bachelor of Arts
 Masters of Science

Performance Record

2013 - School Grade – C
 Rdg. Proficiency: 42%
 Math Proficiency: 37%
 Rdg. Lrg. Gains: 69 points
 Math Lrg. Gains: 56 points
 Rdg. Imp. of Lowest 25%: 68 points
 Math Imp. of Lowest 25% : 67 points
 Rdg. AMO – Yes
 Math AMO – No
 2012 - School Grade – C
 Rdg. Proficiency: 36%
 Math Proficiency: 43%
 Rdg. Lrg. Gains: 65 points
 Math Lrg. Gains: 62 points
 Rdg. Imp. of Lowest 25%: 64 points
 Math Imp. of Lowest 25% : 65 points
 Rdg. AMO – No
 Math AMO – No
 2011 - School Grade – C
 Rdg. Proficiency: 53%
 Math Proficiency: 63%
 Rdg. Lrg. Gains: 57 points
 Math Lrg. Gains: 65 points
 Rdg. Imp. of Lowest 25%: 60 points
 Math Imp. of Lowest 25%: 71 points
 2010 - School Grade – C
 Rdg. Proficiency: 53%
 Math Proficiency: 56%
 Rdg. Lrg. Gains: 59 points
 Math Lrg. Gains: 60 points
 Rdg. Imp. of Lowest 25%: 52 points
 Math Imp. of Lowest 25%: 57 points
 2009 - School Grade – B
 Rdg. Proficiency: 53%
 Math Proficiency: 57%
 Rdg. Lrg. Gains: 68 points
 Math Lrg. Gains: 66 points
 Rdg. Imp. of Lowest 25%: 72 points
 Math Imp. of Lowest 25%: 69 points

Jennifer Brill

Asst Principal

Years as Administrator: 8

Years at Current School: 8

Credentials

Special Learn Disability
Ed Leadership
Bachelor of Arts
Masters of Science

Performance Record

2013 - School Grade – C
Rdg. Proficiency: 42%
Math Proficiency: 37%
Rdg. Lrg. Gains: 69 points
Math Lrg. Gains: 56 points
Rdg. Imp. of Lowest 25%: 68 points
Math Imp. of Lowest 25%: 67 points
Rdg. AMO – Yes
Math AMO – No
2012 - School Grade – C
Rdg. Proficiency: 36%
Math Proficiency: 43%
Rdg. Lrg. Gains: 65 points
Math Lrg. Gains: 62 points
Rdg. Imp. of Lowest 25%: 64 points
Math Imp. of Lowest 25%: 65 points
Rdg. AMO – No
Math AMO – No
2011 - School Grade – C
Rdg. Proficiency: 53%
Math Proficiency: 63%
Rdg. Lrg. Gains: 57 points
Math Lrg. Gains: 65 points
Rdg. Imp. of Lowest 25%: 60 points
Math Imp. of Lowest 25%: 71 points
2010 - School Grade – C
Rdg. Proficiency: 53%
Math Proficiency: 56%
Rdg. Lrg. Gains: 59 points
Math Lrg. Gains: 60 points
Rdg. Imp. of Lowest 25%: 52 points
Math Imp. of Lowest 25%: 57 points
2009 - School Grade – B
Rdg. Proficiency: 53%
Math Proficiency: 57%
Rdg. Lrg. Gains: 68 points
Math Lrg. Gains: 66 points
Rdg. Imp. of Lowest 25%: 72 points
Math Imp. of Lowest 25%: 69 points

Classroom Teachers

of classroom teachers

73

receiving effective rating or higher

72, 99%

Highly Qualified Teachers

70%

certified in-field

52, 71%

ESOL endorsed

44, 60%

reading endorsed

8, 11%

with advanced degrees

27, 37%

National Board Certified

3, 4%

first-year teachers

0, 0%

with 1-5 years of experience

8, 11%

with 6-14 years of experience

44, 60%

with 15 or more years of experience

21, 29%

Education Paraprofessionals

of paraprofessionals

4

Highly Qualified

4, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

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

The Assistant Principal of Curriculum will meet monthly with the beginning teachers to provide continued support throughout the school year.

The Principal and Assistant Principals will utilize district instructional staffing officers to identify and hire highly qualified staff.

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

Leisure City follows the district teacher mentoring program, the MINT program. We have one Mint Mentor at our school site. The Mint mentor provides support to new teachers via observing and modeling lessons as needed. The Mint Mentors have a written agreement and provide support to the new teacher/s all year long. Teachers new to the school are paired with teachers teaching similar subjects or in the same grade level so that the support given meets the new teacher's immediate needs.

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

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

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year

and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

The members of the School-based Leadership Team include: Kelli Hunter, Principal; Jennifer Brill and Hilda Milanes, Assistant Principals; Charlotte Brown, Anna Griffith, Cherylise Washington, and Kristy Jones, Grade level Chairs; Priscilla Alexander, Reading Leader; Albertha Harris, Adam Graham, Marcia Lewis, Gilberto Alfonso, Department Chairs; Maria Bushea and Maya Chacón, Test Chairs; Carrie Lee and Maria Borges, National Board Certified Teachers

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principals: Provide support to the common vision for the use of data-based decision-making that the school is implementing; ensure that interventions and support are being implemented as planned; assist with communicating to parents the school's plans and activities.

Grade Level and Department Chairpersons (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

Instructional Reading Leaders: Develop, lead, and evaluate school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists 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; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Testing Chairs/Data Analysis Team: Participates in data collection and data analysis; assists in the design and implementation for progress monitoring; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. SCAM Data will be utilized to develop the necessary behavior interventions.

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

The LLT will meet periodically to review student data to determine the instructional reading focus for teachers and students while making sure that instruction is centered around Common Core State Standards. The principal will ensure that all curricular areas will be represented, team members are skilled and committed to improving literacy, and professional growth opportunities are provided monthly based on teacher needs with emphasis on collaboration for decision making. Literacy is considered a school wide focus and all content areas will support literacy.

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

Academic

Tier I (Reading):

- Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), Baseline Assessments through Edusoft, CELLA

Tier II (Reading):

- Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), Baseline Assessments through Edusoft, CELLA
- Progress Monitoring: PMRN, Florida Assessments for Instruction in Reading (FAIR), Interim Assessments through Edusoft
- End of year: FAIR, FCAT, CELLA

Tier III (Reading):

- Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), Baseline Assessments through Edusoft, CELLA
- Progress Monitoring: PMRN, Florida Assessments for Instruction in Reading (FAIR), Interim Assessments through Edusoft
- Interventions using Voyager and Successmaker
- End of year: FAIR, FCAT, CELLA

Tier I (Math):

- Baseline data: Florida Comprehensive Assessment Test 2.0 (FCAT 2.0), Baseline Assessments through Edusoft

Tier II (Math):

- Baseline data: Florida Comprehensive Assessment Test 2.0(FCAT 2.0), Baseline Assessments through Edusoft
- Progress Monitoring: Monthly Assessments through Edusoft, District Interim Assessments through Edusoft
- End of year: FCAT 2.0

Tier III (Math):

- Baseline data: Florida Comprehensive Assessment Test (FCAT), Baseline Assessments through Edusoft
- Progress Monitoring: Monthly Assessment through Edusoft, Interim Assessments through Edusoft
- Interventions using Successmaker
- End of year: FCAT 2.0

Tier I (Science):

- Baseline data: Florida Comprehensive Assessment Test (FCAT), Baseline Assessments through Edusoft

Tier II (Science):

- Baseline data: Florida Comprehensive Assessment Test (FCAT), Baseline Assessments through Edusoft
- Progress Monitoring: Monthly Assessments through Edusoft, District Interim Assessments through Edusoft

- End of year: FCAT
- Tier III (Science):
- Baseline data: Florida Comprehensive Assessment Test (FCAT), Baseline Assessments through Edusoft
 - Progress Monitoring: Monthly Assessment through Edusoft, Interim Assessments through Edusoft
 - End of year: FCAT
 - Interventions: Using Saturday Tutorial
- Tier I (Writing):
- Baseline data: District Writing Pre Tests scanned through Edusoft, CELLA
- Tier II (Writing):
- Baseline data: District Writing Pre Tests scanned through Edusoft
 - Progress Monitoring: Monthly Writing Prompts, District Mid Year Writing Prompts Edusoft
 - End of year: FCAT, CELLA
- Tier III (Writing):
- Baseline data: District Writing Pre Tests scanned through Edusoft, CELLA
 - Progress Monitoring: Monthly Writing Prompts, District Mid Year Writing Prompts Edusoft
 - End of year: FCAT, CELLA
 - Interventions: Push in tutoring
- Frequency of Data Days: once a month for data analysis
- Behavior
- Student Case Management System
 - Detentions
 - Suspensions/expulsions
 - Referrals by student behavior, staff behavior, and administrative context
 - Office referrals per day per month
 - Team climate surveys
 - Attendance
 - Referrals to special education programs

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

The following strategies will be implemented to support the MTSS:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Weekend Program

Minutes added to school year: 1,800

Leisure City K-8 Center provides Saturday tutoring for 3rd-8th grade students identified as “bubble students” (high level 2/low level 3 in reading). Additionally, third through eighth graders receive tutoring in math. Also, fourth and eighth grade students attend Writer’s Workshop on Saturdays to sharpen their writing skills in preparation for the FCAT Writing test.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Students enrolled in Saturday tutoring will complete pre/post-tests in order to ascertain the learning growth in reading, writing, and math. The Reading Leader will collect and share the data with both tutors and teachers to guide and enhance instruction. Additionally, data from monthly assessments will be analyzed to support and guide instruction in the extended learning programs.

Who is responsible for monitoring implementation of this strategy?

The Principal, Assistant Principal, and the Reading Leader

Literacy Leadership Team (LLT)

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

| Name | Title |
|----------------------|------------------------------------|
| Hilda Milanes | Assistant Principal |
| Charlotte Brown | Grade Level Chair |
| Kelli Hunter | Principal |
| Jennifer Brill | Assistant Principal |
| Anna Griffith | Grade Level Chair |
| Cherylise Washington | Grade Level Chair |
| Kristy Jones | Grade Level Chair |
| Priscilla Alexander | Reading Leader |
| Albertha Harris | Department Chair |
| Adam Graham | Department Chair |
| Marcia Lewis | Department Chair |
| Carrie Lee | Teacher (National Board Certified) |
| Maria Borges | Teacher (National Board Certified) |
| Gilberto Alfonso | Department Chair |

How the school-based LLT functions

The Principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team (LLT) meetings and activities. The principal will provide all necessary resources for the LLT. The principal, as the instructional leader of the school, supports literacy instruction and will promote membership on the team by:

- Holding monthly meetings
- Providing adequate notice of meetings
- Providing time/coverage if needed to attend meetings
- Offering professional growth opportunities such as educational retreats.

The Reading Leader will serve as a member of the reading leadership team. The Leader will share her expertise in reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions. The Reading Leader will work with the LLT to guarantee fidelity of implementation of the K-12 CRRP and its alignment with the Common Core standards. The Reading Leader will promote motivation and the spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement.

The LLT will meet periodically to review student data to determine the instructional reading focus for teachers and students. The principal will ensure that all curricular areas will be represented, team members are skilled and committed to improving literacy, and professional growth opportunities are provided based on teacher needs, collaboration is utilized for decision making. Literacy is considered a school wide focus and all content areas will support literacy.

Major initiatives of the LLT

Leisure City K-8 Center's major initiative will focus on increasing rigor in reading instruction while demonstrating fidelity to the Common Core standards. This involves utilizing the Metacognition Process and Brain Research Skills and requiring sustained reading throughout content areas. Teachers will be trained on the Inquiry Process to increase student comprehension and critical thinking skills. Students performing below grade level will continue to receive intervention to improve reading skills yet they will also be provided with the opportunity to explore and create through the utilization of reading, collaboration and discussion.

Literacy Leadership Team is also focusing on developing collegiality and collaboration amongst teachers vertically and horizontally. This initiative will be facilitated by monthly Professional Learning Community Meetings.

Every Teacher Contributes to Reading Instruction

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

Leisure City K – 8 Center believes that learning increases when teachers collaborate in the instructional process. The plan of action in order to teach reading across the curriculum is as follows:

- Professional Development with the secondary reading leader
- Study Groups across the content areas
- Collaborative planning sessions centered on implementation of Common Core standards throughout subject areas
- Small Group Discussions

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

The neighborhood preschools tour Leisure City K – 8 Center and spend a day, twice a year, in order to smooth the transition from the preschools into the elementary school.

Teachers and department chairs assist with the vertical planning between the Pre-K program and Kindergarten program. Teachers will be responsible for administering baseline assessments in order to determine school readiness. All new Kindergarten students will participate in an orientation process to expose them to the routine and structure of the Kindergarten class. Articulation meetings are held between the prekindergarten teacher and the kindergarten teachers in order to ensure a smooth transition.

All students in VPK Programs were given the Kindergarten Readiness Assessment. Areas assessed include positive self-image, language & literacy skills, and social, emotional & cognitive development. Data is used to plan instruction and determine need for interventions. Core academic and behavioral instruction is based on data and includes social skills instruction. The Kindergarten Readiness Assessment will be re-administered at the end of the year.

All students in the Kindergarten program are given the FAIR Assessment. Data is used to plan instruction and determine need for interventions. Core academic and behavioral instruction is based on data and includes social skills instruction. The FAIR Assessment will be re-administered at the end of the year.

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

Middle Grade students are offered career related opportunities through AVID courses and Office Aide Electives. The students are exposed to work related activities that help guide them in displaying appropriate professional behaviors and create a positive self-image.

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 counselor assists students in the middle grades to pick courses that are meaningful and contain a high interest for the student.

Strategies for improving student readiness for the public postsecondary level

N/A

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 | 45% | 42% | No | 51% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 39% | 37% | No | 45% |
| Hispanic | 46% | 43% | Yes | 51% |
| White | 56% | 38% | No | 60% |
| English language learners | 37% | 29% | No | 43% |
| Students with disabilities | 26% | 15% | No | 33% |
| Economically disadvantaged | 44% | 42% | Yes | 50% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 186 | 27% | 31% |
| Students scoring at or above Achievement Level 4 | 100 | 15% | 17% |

Learning Gains

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

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) | 136 | 40% | 46% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 91 | 27% | 34% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 88 | 26% | 33% |

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 | 128 | 50% | 55% |
| 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 | 54% | 41% | No | 59% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 42% | 28% | No | 48% |
| Hispanic | 57% | 43% | No | 61% |
| White | 52% | 38% | Yes | 57% |
| English language learners | 54% | 36% | No | 59% |
| Students with disabilities | 36% | 22% | No | 42% |
| Economically disadvantaged | 54% | 41% | No | 59% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 148 | 23% | 27% |
| Students scoring at or above Achievement Level 4 | 86 | 13% | 15% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains | | 57% | 61% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | | 62% | 66% |

Middle School Acceleration

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Middle school participation in high school EOC and industry certifications | | 86% | 87% |
| 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 | 26 | 58% | 58% |
| Students scoring at or above Achievement Level 4 | 16 | 36% | 36% |

Geometry End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | | | |
| Students scoring at or above Achievement Level 4 | | | |

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 18 | 15% | 20% |
| Students scoring at or above Achievement Level 4 | 10 | 8% | 10% |

Florida Alternate Assessment (FAA)

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

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

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 22 | 17% | 21% |
| Students scoring at or above Achievement Level 4 | 27 | 20% | 22% |

Florida Alternate Assessment (FAA)

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

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

All Levels

| | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|---------------|---------------|-------------|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 5 | | 35 |
| Participation in STEM-related experiences provided for students | 233 | 15% | 20% |

Area 6: Career and Technical Education (CTE)

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

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

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time | 120 | 10% | 9% |
| Students retained, pursuant to s. 1008.25, F.S. | 80 | 11% | 10% |
| Students who are not proficient in reading by third grade | 56 | 59% | 53% |
| Students who receive two or more behavior referrals | 266 | 24% | 23% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 48 | 4% | 3% |

Middle School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|----------------------|----------------------|----------------------|
| Students who miss 10 percent or more of available instructional time | 120 | 10% | 9% |
| Students who fail a mathematics course | 41 | 12% | 11% |
| Students who fail an English Language Arts course | 24 | 7% | 6% |
| Students who fail two or more courses in any subject | 17 | 5% | 4% |
| Students who receive two or more behavior referrals | 266 | 24% | 23% |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 48 | 4% | 3% |

Goals Summary

- G1.** The results of the 2013 FCAT 2.0 indicate that 42% of the overall student population are scoring at level 3 and above in reading. The target for the 2014 FCAT 2.0 Reading is to increase by 9 percentage points.
- G2.** The results of the 2013 FCAT 2.0 Writing Assessment indicate that 50% of students are at level 3.5 and above. Our goal is to increase the total number of students at proficiency by 5 percentage points.
- G3.** The results of the 2013 FCAT 2.0 Math Test indicate that 41% of the elementary and middle school students scored at Level 3 or above. The target for the 2014 FCAT 2.0 Math Test is to increase this by 18 percentage points.
- G4.** In 2012 - 2013 , 37% of middle school students were enrolled in high school courses. The target for the 2013-2014 school year is to increase this by 2 percentage points.
- G5.** The results of the 2013 EOC Algebra 1 Test indicate that 58% of students are at proficiency level 3. The target for the 2014 EOC Algebra is to maintain this level.
- G6.** The results of the 2013 FCAT Science Test indicate that 23% of the student population in 5th grade scored at Level 3 or above. The target for the 2014 FCAT Science Test is to increase this by 7 percentage points.
- G7.** The results of the 2013 FCAT Science Test indicate that 37% of 8th graders scored at Level 3 or above. The target for the 2014 FCAT Science Test is to increase this by 7 percentage points.
- G8.** Our student participation in the District Science Fair for the 2012 –2013 school year was 15% of 5th and 8th grade students. Our goal for the 2013 – 2014 school year is to increase the number of students by 5 percentage points.
- G9.** Our goal for the 2013-2014 school year is to increase student exposure and awareness to careers through the AVID course and the Career Fair.
- G10.** In 2012-2013, 11% of students were retained. Our goal in 2013-2014 is to reduce that number by 1 percentage point.
- G11.** In 2012-2013, 12% of the middle school students failed a math course, 7% a reading class, and 5% failed two or more courses. The goal for 2013-2014 is to decrease those numbers by 1 percentage point.

Goals Detail

G1. The results of the 2013 FCAT 2.0 indicate that 42% of the overall student population are scoring at level 3 and above in reading. The target for the 2014 FCAT 2.0 Reading is to increase by 9 percentage points.

Targets Supported

Resources Available to Support the Goal

- McGraw-Hill Basal, Technology, Articles

Targeted Barriers to Achieving the Goal

- The area of deficiency for Whites, Blacks, Hispanics, Students with Disabilities, and Economically Disadvantaged students, as noted on the 2013 administration of the FCAT 2.0 Reading Test, was found in Reporting Category 2 – Reading Application. The barrier is the students' inability to identify both stated and implied main idea in a rigorous text and their lack of ability to read and comprehend literature and informational text at the high end of the text complexity band independently and proficiently. According to the 2013 FCAT 2.0 results the actual and targeted subgroup data is as follows: Blacks -- Actual - 37% Proficient Target - 45% proficient Whites -- Actual - 38% Proficient Target - 60% proficient Hispanics -- Actual - 43% Proficient Target - 51% proficient SWD -- Actual - 15% Proficient Target - 33% proficient ED -- Actual - 42% Proficient Target - 50% proficient
- The area of deficiency for ELL students, as noted on the 2013 administration of the FCAT 2.0 Reading Test, was found in Reporting Category 1- Vocabulary. The barrier is the students' lack of practice in determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. According to the 2013 FCAT 2.0 results the actual and targeted subgroup data is as follows: ELL -- Actual - 29% Proficient Target - 43% proficient
- The area of deficiency for students scoring at level 3, as noted on the 2013 administration of the FCAT 2.0 Reading Test, was Category 2-Reading Application. The barrier is the students' inability to determine author's perspective due to lack of inferring skills.
- The area of deficiency for students scoring at levels 4 and 5, as noted on the 2013 administration of the FCAT 2.0 Reading Test, was Category 3 – Literary Analysis: Fiction & Non-fiction. The barrier is the students' lack of exposure and practice identifying figurative language in text and poetry.
- The area of deficiency for students making learning gains as noted on the 2013 administration of the FCAT Reading Test was found in Reporting Category 4 – Informational Text & Research Process. The barrier is the student's lack of exposure to real-world documents, which hinders their ability to recognize important concepts such as text features, validity, and reliability of sources.
- The area of deficiency for students in the lowest 25% making learning gains as noted on the 2013 administration of the FCAT 2.0 Reading Test was Category 2-Reading Application. The barrier is the students' inability to determine author's perspective due to lack of inferring skills.
- Forty percent of students scored proficient in the Listening and Speaking portion of the 2013 CELLA. The barrier is the students' limited level of English. More opportunities should be provided to students both in and outside of the classroom to speak in English.
- Twenty-seven percent of students scored proficient in the Reading portion of the 2013 CELLA. The barrier is the lack of exposure to academic English language. Students require additional opportunities to read in English.
- Twenty-six percent of students scored proficient in the Writing portion of the 2013 CELLA. The barrier is the students' lack of familiarity with the writing process and their limited English

vocabulary. More opportunities to practice academic writing in English needs to be provided to students.

Plan to Monitor Progress Toward the Goal

The teacher will review FCAT Explorer and SuccessMaker reports on a monthly basis to monitor progress and adjust instruction as needed. The Reading Leader and teachers will review assessment data monthly to monitor students' progress and adjust instruction as needed.

Person or Persons Responsible

Administrators, Reading Leader

Target Dates or Schedule:

Ongoing

Evidence of Completion:

District Interim Assessments Summative Assessment - 2014 FCAT 2.0

G2. The results of the 2013 FCAT 2.0 Writing Assessment indicate that 50% of students are at level 3.5 and above. Our goal is to increase the total number of students at proficiency by 5 percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- Articles to be discussed in PD sessions.

Targeted Barriers to Achieving the Goal

- The areas of deficiency as noted on the 2013 Administration of the FCAT Writing 2.0 administration are elaboration and conventions. The areas of concern for fourth grade is Narrative Writing. These deficiencies are due to the students' inability to include detailed evidence. Students also lack the skills and vocabulary base to elaborate by using literary devices such as similes, metaphors, and personifications. The students also struggle with the proper use of conventions and editing techniques.
- The areas of deficiency as noted on the 2013 Administration of the FCAT Writing 2.0 administration are elaboration and conventions. The area of concern is Expository Writing for eighth grade. These deficiencies are due to the students' inability to include detailed evidence and reasoning to support effective arguments. Students also lack the skills and vocabulary base to elaborate by using literary devices such as similes, metaphors, and personifications. The students also struggle with the proper use of conventions and editing techniques.

Plan to Monitor Progress Toward the Goal

The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement.

Person or Persons Responsible

Administrators LLT Team Reading Leader

Target Dates or Schedule:

Ongoing

Evidence of Completion:

District Writing Assessments Summative Assessment - 2014 FCAT Writing 2.0

G3. The results of the 2013 FCAT 2.0 Math Test indicate that 41% of the elementary and middle school students scored at Level 3 or above. The target for the 2014 FCAT 2.0 Math Test is to increase this by 18 percentage points.

Targets Supported

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

Resources Available to Support the Goal

- Mathematics Textbook, Technology, Articles

Targeted Barriers to Achieving the Goal

- The area of deficiency for elementary students in all subgroups (White, Black, Hispanic, ELL, SWD, and ED) as noted on the 2013 administration of the FCAT Mathematics Test was found in the area of fractions for all grade levels. The barrier is the lack of fluency with addition and subtraction of fractions and decimals. According to the 2013 FCAT 2.0 results the actual and targeted subgroup data is as follows: Blacks -- Actual - 28% Proficient Target - 48% proficient Whites -- Actual - 38% Proficient Target - 57% proficient Hispanics -- Actual - 43% Proficient Target - 61% proficient SWD -- Actual - 22% Proficient Target - 42% proficient ED -- Actual - 41% Proficient Target - 59% proficient ELL -- Actual - 36% Proficient Target - 59% proficient
- The area of deficiency for elementary students scoring at proficiency level 3 as noted on the 2013 administration of the FCAT Mathematics Test was found in Reporting Category – Number: Base 10 & Fractions. The barrier is the lack of fluency with addition and subtraction of fractions and decimals.
- The area of deficiency for elementary students scoring at levels 4 or above as noted on the 2013 administration of the FCAT Mathematics Test was found in Reporting Category – Geometry & Measurement. The barrier is lack of practice when applying appropriate formulas to solve real-world problems.
- The area of deficiency for elementary school students making learning gains as noted on the 2013 administration of the FCAT Mathematics Test was found in Reporting Category – Geometry & Measurement. The barrier is lack of practice when applying appropriate formulas to solve real-world problems.
- The area of deficiency for elementary students in the lowest 25% making learning gains as noted on the 2013 administration of the FCAT Mathematics Test was found in Reporting Category – Number: Base Ten & Fractions. The barrier is the lack of fluency with addition and subtraction of fractions and decimals.
- The area of deficiency for middle school students in the White, Black, Hispanic, SWD, and ED subgroups, as noted on the 2013 administration of the FCAT Mathematics Test, was found in Reporting Category – Geometry & Measurement. The barrier is the students' lack of ability to apply the knowledge of geometric and measurement formulas to solve real-world application-based problems.
- The area of deficiency for middle school students in the ELL subgroup, as noted on the 2013 administration of the FCAT Mathematics Test, was found in Reporting Category – Ratios & Proportional Relationships. The barrier is the students' lack of mathematical fluency and problem solving proficiency in the areas of ratios, rates, and proportional and non-proportional relationships.
- The area of deficiency for middle school students scoring at proficiency level 3 as noted on the 2013 administration of the FCAT Mathematics Test was found in Reporting Category –

Geometry & Measurement. The barrier is the students' lack of geometric knowledge and spatial reasoning.

- The area of deficiency for middle school students scoring at levels 4 or above as noted on the 2013 administration of the FCAT Mathematics Test was found in Reporting Category – Geometry & Measurement. The barrier is lack of practice when applying appropriate formulas to solve real-world problems.
- The area of deficiency for middle school students making learning gains as noted on the 2013 administration of the FCAT Mathematics Test was found in Reporting Category – Geometry & Measurement. The barrier is lack of practice when applying appropriate formulas to solve real-world problems.
- The area of deficiency for middle school students in the lowest 25% making learning gains as noted on the 2013 administration of the FCAT Mathematics Test was found in Reporting Category – Geometry & Measurement. The barrier is the students' lack of ability to apply the knowledge of geometric and measurement formulas to solve real-world application-based problems.

Plan to Monitor Progress Toward the Goal

The MTSS along with the math leader and administrators will monitor the implementation of identified strategies. The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement.

Person or Persons Responsible

MTSS, Math leader, Administrators

Target Dates or Schedule:

on going

Evidence of Completion:

District Interim Assessments Summative Assessment – 2014 FCAT 2.0

G4. In 2012 - 2013 , 37% of middle school students were enrolled in high school courses. The target for the 2013-2014 school year is to increase this by 2 percentage points.

Targets Supported

- Math (Middle School Acceleration)

Resources Available to Support the Goal

- Technology, Successmaker Math

Targeted Barriers to Achieving the Goal

- Students struggle with basic math facts and computation and this hinders their ability to enroll in high level math courses, such as Algebra I.

Plan to Monitor Progress Toward the Goal

Monthly data will be analyzed to monitor progress.

Person or Persons Responsible

MTSS Administrators

Target Dates or Schedule:

Monthly

Evidence of Completion:

District Interim Assessments Algebra EOC

G5. The results of the 2013 EOC Algebra 1 Test indicate that 58% of students are at proficiency level 3. The target for the 2014 EOC Algebra is to maintain this level.

Targets Supported

- Math ()
- Algebra 1 EOC

Resources Available to Support the Goal

- Algebra textbook

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was found in Reporting Category – Rationals, Radicals, Quadratics, & Discrete Mathematics for students at proficiency levels 3, 4, and above. The barrier is the students' lack of exposure to a variety of problem-solving strategies to make sense of abstract problems. The actual and targeted data is as follows: 2013 Actual -- 58% - 2014 Targeted 58%

Plan to Monitor Progress Toward the Goal

The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement.

Person or Persons Responsible

Administrators

Target Dates or Schedule:

quarterly

Evidence of Completion:

District Interim Assessments Summative Assessments - 2014 FCAT 2.0 EOC

G6. The results of the 2013 FCAT Science Test indicate that 23% of the student population in 5th grade scored at Level 3 or above. The target for the 2014 FCAT Science Test is to increase this by 7 percentage points.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Science textbooks Lab materials Articles to be discussed in PD opportunities.

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Science Test for 5th grade students at proficiency levels 3, 4, and above was found in Reporting Category 3 – Physical Science. The barrier is the students' lack of experience identifying basic forms of energy, familiar forces, and distinguishing relationships among mass, force, and motion.

Plan to Monitor Progress Toward the Goal

EESAC will review the SIP at monthly meetings and evaluate assessment data to determine progress toward the goal.

Person or Persons Responsible

EESAC and Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

District Interim Assessments FCAT 2.0 Science Test

G7. The results of the 2013 FCAT Science Test indicate that 37% of 8th graders scored at Level 3 or above. The target for the 2014 FCAT Science Test is to increase this by 7 percentage points.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Science Text book, Lab Materials

Targeted Barriers to Achieving the Goal

- Students in Middle School lack the hands on experiences to handle complex Scientific problem solving.
- The area of deficiency as noted on the 2013 administration of the FCAT Science Test for 8th graders at proficiency levels 3, 4, and above was found in Reporting Category 1– Nature of Science. The barrier is the students' lack of experience in practicing observation skills to form hypotheses.

Plan to Monitor Progress Toward the Goal

Monthly Data Chats will be held with administration in order to monitor progress toward goal and adjust instruction as needed.

Person or Persons Responsible

Administrators MTSS

Target Dates or Schedule:

Monthly

Evidence of Completion:

District Interim Assessments FCAT 2.0 Science Assessment

G8. Our student participation in the District Science Fair for the 2012 –2013 school year was 15% of 5th and 8th grade students. Our goal for the 2013 – 2014 school year is to increase the number of students by 5 percentage points.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- The barrier is the students' lack the exposure to practice concepts learned in math and science in real-world settings.

Plan to Monitor Progress Toward the Goal

The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement.

Person or Persons Responsible

Teachers, Administrators

Target Dates or Schedule:

quarterly

Evidence of Completion:

District Interim assessments Summative Assessment - 2014 FCAT 2.0

G9. Our goal for the 2013-2014 school year is to increase student exposure and awareness to careers through the AVID course and the Career Fair.

Targets Supported

- CTE

Resources Available to Support the Goal

•

Targeted Barriers to Achieving the Goal

- The barriers are that students are limited in their ability to envision career goals and also the limited number of students enrolled in middle school hinders the opportunity for career courses being offered.

Plan to Monitor Progress Toward the Goal

Administrators will monitor the effective implementation of lessons and integration of CCSS in the CTE-related classrooms.

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Ongoing

Evidence of Completion:

District Interim Assessments FCAT 2.0 Reading Test

G10. In 2012-2013, 11% of students were retained. Our goal in 2013-2014 is to reduce that number by 1 percentage point.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

•

Targeted Barriers to Achieving the Goal

- Academic achievement is closely associated with student attendance. The barriers are that students are missing academic instruction due to excessive absences and the need of extra academic support for struggling students.
- In 2013, 11% of students were retained. The barrier is that students are not coming to school equipped with fundamental number and alphabet knowledge.
- By Grade 3, students should be reading at grade level. If the necessary foundational skills are not present, student can quickly fall behind by grade 3.
- The barriers include behavior and classroom management; they present challenges due to the occurrence of differing class rules and requirements amongst varying teachers. Also, there are limited opportunities to recognize students for positive behavior.

Plan to Monitor Progress Toward the Goal

The Reading Leader and teachers will review assessment data monthly to monitor students' progress and adjust instruction as needed.

Person or Persons Responsible

Administrator Reading Leader

Target Dates or Schedule:

Ongoing

Evidence of Completion:

District Interim Assessments Summative Assessment - 2014 FCAT 2.0

G11. In 2012-2013, 12% of the middle school students failed a math course, 7% a reading class, and 5% failed two or more courses. The goal for 2013-2014 is to decrease those numbers by 1 percentage point.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

•

Targeted Barriers to Achieving the Goal

- Academic achievement is closely associated with student attendance. The barriers are that students are missing academic instruction due to excessive absences and the need of extra academic support for struggling students. 10% of students missed 10% or more of instructional time in 2013. The target is to have only 9% of students miss in 2014.
- Students who are failing courses as noted by the data are lacking basic skill knowledge in order to achieve a higher level of understanding of more difficult concepts.

Plan to Monitor Progress Toward the Goal

The Reading Leader and teachers will review assessment data monthly to monitor students' progress and adjust instruction as needed.

Person or Persons Responsible

Administrator Reading Leader Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessments - McGraw-Hill series quizzes & tests along with student scores on monthly assessments and District Interim Assessments Summative Assessment - 2014 FCAT 2.0

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 FCAT 2.0 indicate that 42% of the overall student population are scoring at level 3 and above in reading. The target for the 2014 FCAT 2.0 Reading is to increase by 9 percentage points.

G1.B1 The area of deficiency for Whites, Blacks, Hispanics, Students with Disabilities, and Economically Disadvantaged students, as noted on the 2013 administration of the FCAT 2.0 Reading Test, was found in Reporting Category 2 – Reading Application. The barrier is the students' inability to identify both stated and implied main idea in a rigorous text and their lack of ability to read and comprehend literature and informational text at the high end of the text complexity band independently and proficiently. According to the 2013 FCAT 2.0 results the actual and targeted subgroup data is as follows: Blacks -- Actual - 37% Proficient Target - 45% proficient Whites -- Actual - 38% Proficient Target - 60% proficient Hispanics -- Actual - 43% Proficient Target - 51% proficient SWD -- Actual - 15% Proficient Target - 33% proficient ED -- Actual - 42% Proficient Target - 50% proficient

G1.B1.S1 Read and comprehend literature and informational text at the high end of the text complexity band independently and proficiently. Reflect on reading by using interactive response journals.

Action Step 1

Infuse lessons with Bloom's Taxonomy and Webb's Depth of Knowledge questioning as supported by CCSS. Expose students to a variety of text that includes both stated and implied main idea. Utilize FCAT Explorer and SuccessMaker to provide practice identifying main idea. Keep teachers informed about current topics on specific subjects in order to prepare more effective lessons that are aligned with CCSS.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments - McGraw-Hill series quizzes & tests along with student scores on monthly assessments and District Interim Assessments Summative Assessment - 2014 FCAT 2.0

Facilitator:

Reading Leader

Participants:

Teachers

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

The LLT along with administrators will monitor the implementation of identified strategies. The teacher will review FCAT Explorer and SuccessMaker reports on a monthly basis to monitor progress and adjust instruction as needed.

Person or Persons Responsible

Administrators LLT Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Class Work

Plan to Monitor Effectiveness of G1.B1.S1

The Reading Leader and teachers will review assessment data monthly to monitor students' progress and adjust instruction as needed. The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement.

Person or Persons Responsible

Administrator Reading Leader LLT

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Benchmark Exams

G1.B2 The area of deficiency for ELL students, as noted on the 2013 administration of the FCAT 2.0 Reading Test, was found in Reporting Category 1- Vocabulary. The barrier is the students' lack of practice in determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. According to the 2013 FCAT 2.0 results the actual and targeted subgroup data is as follows: ELL -- Actual - 29% Proficient Target - 43% proficient

G1.B2.S1 Precise instruction should be given on the meaning of words, phrases and expressions paying special attention to common Greek and Latin roots and affixes to help students decipher unfamiliar words.

Action Step 1

- Instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships.
- develop and maintain an interactive vocabulary journal.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments - McGraw-Hill series quizzes & tests along with student scores on monthly assessments and District Interim Assessments Summative Assessment - 2014 FCAT 2.0

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

The LLT along with administrators will monitor the implementation of identified strategies. The teacher will review FCAT Explorer and SuccessMaker reports on a monthly basis to monitor progress and adjust instruction as needed.

Person or Persons Responsible

Administrators LLT Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G1.B2.S1

The Reading Leader and teachers will review assessment data monthly to monitor students' progress and adjust instruction as needed. The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement.

Person or Persons Responsible

Administrator Reading Leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Benchmark Assessments

G1.B3 The area of deficiency for students scoring at level 3, as noted on the 2013 administration of the FCAT 2.0 Reading Test, was Category 2-Reading Application. The barrier is the students' inability to determine author's perspective due to lack of inferring skills.

G1.B3.S1 Establish instructional routines/schedules as aligned to the new Reading series and the Common Core State Standards.

Action Step 1

Use common planning time to assure grade levels are following the district pacing guide.

Person or Persons Responsible

Teachers Reading Leader

Target Dates or Schedule

On going

Evidence of Completion

Formative Assessments - McGraw-Hill series quizzes & tests along with student scores on monthly assessments and District Interim Assessments Summative Assessment - 2014 FCAT 2.0

Facilitator:

Reading Leader

Participants:

Reading Teachers

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

Reading Leader will facilitate planning meeting with grade level teachers.

Person or Persons Responsible

Reader Leader LLT Team

Target Dates or Schedule

on going

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G1.B3.S1

Weekly and/or monthly assessments will be administered to determine areas of need.

Person or Persons Responsible

LLT Team

Target Dates or Schedule

on going

Evidence of Completion

Benchmark Assessments

G1.B3.S2 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

• Infuse lessons with Bloom's Taxonomy and Webb's Depth of Knowledge questioning as supported by CCSS. • Read and comprehend literature and informational text at the high end of the text complexity band independently and proficiently. Reflect on reading by using interactive response journals. • Enhance lessons with graphic organizers such as main idea tables and author's purpose charts in order to effectively grasp and practice important literary concepts Establish Instructional routines/schedules as aligned to the new Reading series and the Common Core State Standards.

Person or Persons Responsible

Teachers Reading Contact i-Heat CSS District LA and ELL CSS's

Target Dates or Schedule

Ongoing November 4, 2013

Evidence of Completion

Formative Assessments - McGraw-Hill series quizzes & tests along with student scores on monthly assessments and District Interim Assessments Summative Assessment – 2014 FCAT 2.0 The instructional delivery and rigor of pacing will be improved as evidenced by student completed work, journals, lesson plans, classroom visits exhibiting instructional timelines.

Plan to Monitor Fidelity of Implementation of G1.B3.S2

The LLT along with administrators will monitor the implementation of identified strategies. The teacher will review FCAT Explorer and SuccessMaker reports on a monthly basis to monitor progress and adjust instruction as needed.

Person or Persons Responsible

Administrators LLT Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G1.B3.S2

The Reading Leader and teachers will review assessment data monthly to monitor students' progress and adjust instruction as needed. The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement.

Person or Persons Responsible

Administrator Reading Leader

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Benchmark Exams

G1.B4 The area of deficiency for students scoring at levels 4 and 5, as noted on the 2013 administration of the FCAT 2.0 Reading Test, was Category 3 – Literary Analysis: Fiction & Non-fiction. The barrier is the students' lack of exposure and practice identifying figurative language in text and poetry.

G1.B4.S1 Compare and contrast the point of view from different stories narrated, events, or topics including the differences between first- and third-person narrations, firsthand or secondhand account.

Action Step 1

- Infuse lessons with Bloom's Taxonomy and Webb's Depth of Knowledge questioning as supported by CCSS.
- Use poetry to practice identifying descriptive language that defines moods and provides imagery.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments - McGraw-Hill series quizzes & tests along with student scores on monthly assessments and District Interim Assessments Summative Assessment – 2014 FCAT 2.0

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

The LLT along with administrators will monitor the implementation of identified strategies FCAT Explorer and SuccessMaker reports will be viewed on a monthly basis to monitor progress and adjust instruction as needed.

Person or Persons Responsible

Administrators LLT Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G1.B4.S1

The Reading Leader and teachers will review assessment data monthly to monitor students' progress and adjust instruction as needed. The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement.

Person or Persons Responsible

Administrator Reading Leader

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Benchmark Assessments

G1.B5 The area of deficiency for students making learning gains as noted on the 2013 administration of the FCAT Reading Test was found in Reporting Category 4 – Informational Text & Research Process. The barrier is the student’s lack of exposure to real-world documents, which hinders their ability to recognize important concepts such as text features, validity, and reliability of sources.

G1.B5.S1 Help students recognize the characteristics of reliable and valid information.

Action Step 1

- Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments - McGraw-Hill series quizzes & tests along with student scores on monthly assessments and District Interim Assessments. Summative Assessment – 2014 FCAT 2.0

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

The LLT along with administrators will monitor the implementation of identified strategies. FCAT Explorer and SuccessMaker reports will be reviewed on a monthly basis to monitor progress and adjust instruction as needed.

Person or Persons Responsible

Administrators LLT Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G1.B5.S1

The Reading Leader and teachers will review assessment data monthly to monitor students' progress and adjust instruction as needed. The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement.

Person or Persons Responsible

Administrator Reading Leader

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Benchmark Exams

G1.B6 The area of deficiency for students in the lowest 25% making learning gains as noted on the 2013 administration of the FCAT 2.0 Reading Test was Category 2-Reading Application. The barrier is the students' inability to determine author's perspective due to lack of inferring skills.

G1.B6.S1 Read and comprehend literature and informational text at the high end of the text complexity band independently and proficiently. Reflect on reading by using interactive response journals.

Action Step 1

- Enhance lessons with graphic organizers such as main idea tables and author's purpose charts in order to effectively grasp and practice important literary concepts.
- Utilize SuccessMaker to provide practice identifying author's perspective, main idea, and validity & reliability of sources.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments - McGraw-Hill series quizzes & tests along with student scores on monthly assessments and District Interim Assessments. Summative Assessment - 2014 FCAT 2.0

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

The LLT along with administrators will monitor the implementation of identified strategies. Administer and score bi-weekly reading benchmark assessments. Review SuccessMaker reports monthly to monitor progress and adjust instruction as needed. The Reading Leader and teachers will review assessment data monthly to monitor students' progress and adjust instruction as needed. The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement.

Person or Persons Responsible

Administrators LLT Team Reading Leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G1.B6.S1

The Reading Leader and teachers will review assessment data monthly to monitor students' progress and adjust instruction as needed. The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement.

Person or Persons Responsible

Administrator LLT Reading Leader

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Benchmark Exams

G1.B7 Forty percent of students scored proficient in the Listening and Speaking portion of the 2013 CELLA. The barrier is the students' limited level of English. More opportunities should be provided to students both in and outside of the classroom to speak in English.

G1.B7.S1 Structure conversations around books and subjects that build vocabulary.

Action Step 1

- Use simple and direct language when conducting lessons.
- Provide frequent opportunities for read-aloud and think-aloud.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Teacher informal observation log and rubrics used during instruction
Summative Assessment – 2014 CELLA

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

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies and make adjustments to instruction as needed.

Person or Persons Responsible

LLT Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G1.B7.S1

The Administrator will review and discuss results from observations and make recommendations based on areas in need of improvement.

Person or Persons Responsible

Administrator

Target Dates or Schedule

Ongoing

Evidence of Completion

Benchmark Exams

G1.B8 Twenty-seven percent of students scored proficient in the Reading portion of the 2013 CELLA. The barrier is the lack of exposure to academic English language. Students require additional opportunities to read in English.

G1.B8.S1 Chunking will also be utilized to improve students' vocabulary development and fluency

Action Step 1

- Differentiated instruction will be employed to address individual need along with Reciprocal Teaching strategies
- KWL charts will be utilized to build background knowledge

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Teacher informal observation log, monthly student writing samples, and rubrics used during instruction
Summative Assessment – 2014 CELLA

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

The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement.

Person or Persons Responsible

Administrator

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G1.B8.S1

The Reading Leader and teachers will review assessment data monthly to monitor students' progress and adjust instruction as needed. The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement.

Person or Persons Responsible

Administrator Reading Leader

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Benchmark Exams

G1.B9 Twenty-six percent of students scored proficient in the Writing portion of the 2013 CELLA. The barrier is the students' lack of familiarity with the writing process and their limited English vocabulary. More opportunities to practice academic writing in English needs to be provided to students.

G1.B9.S1 Instruct students to utilize the writing process (planning, drafting, revising, editing and publishing) according to each child's individual writing level as well as sharing and responding to writing.

Action Step 1

- Students will participate in the school-wide monthly writing activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments – Teacher informal observation log, monthly student writing samples, and rubrics used during instruction
Summative Assessment – 2014 CELLA

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

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies and make adjustments to instruction as needed.

Person or Persons Responsible

LLT Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G1.B9.S1

Administer and score monthly writing assessments.

Person or Persons Responsible

Administrator

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Exams

G2. The results of the 2013 FCAT 2.0 Writing Assessment indicate that 50% of students are at level 3.5 and above. Our goal is to increase the total number of students at proficiency by 5 percentage points.

G2.B1 The areas of deficiency as noted on the 2013 Administration of the FCAT Writing 2.0 administration are elaboration and conventions. The areas of concern for fourth grade is Narrative Writing. These deficiencies are due to the students' inability to include detailed evidence. Students also lack the skills and vocabulary base to elaborate by using literary devices such as similes, metaphors, and personifications. The students also struggle with the proper use of conventions and editing techniques.

G2.B1.S1 • Expose students to the writing process and writing techniques that require them to use supporting details, concrete examples, statistics, comparisons and amazing facts to develop elaboration through the Write Traits! and San Ron Teach Me Writing programs.

Action Step 1

- Write routinely over extended time frames for a range of purposes and audiences.
- Maintain an interactive vocabulary journal with challenging and interesting words to use in writing pieces
- Conference with students for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences and utilize a checklist/FCAT writing rubric to refine conventions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – Monthly writing prompts and district assessments
Summative Assessment –2014 FCAT 2.0

Facilitator:

Reading Leader

Participants:

Teachers

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

The LLT along with administrators will monitor the implementation of identified strategies. Monthly assessments data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administrators LLT Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G2.B1.S1

The Reading Leader and teachers will review assessment data monthly to monitor students' progress and adjust instruction as needed.

Person or Persons Responsible

Administrator

Target Dates or Schedule

Ongoing

Evidence of Completion

Benchmark Assessments

G2.B2 The areas of deficiency as noted on the 2013 Administration of the FCAT Writing 2.0 administration are elaboration and conventions. The area of concern is Expository Writing for eighth grade. These deficiencies are due to the students' inability to include detailed evidence and reasoning to support effective arguments. Students also lack the skills and vocabulary base to elaborate by using literary devices such as similes, metaphors, and personifications. The students also struggle with the proper use of conventions and editing techniques.

G2.B2.S1 Expose students to the writing process and writing techniques that require them to use supporting details, concrete examples, statistics, comparisons and amazing facts to develop elaboration through Writing Journals and exemplary writing models.

Action Step 1

Write routinely over extended time frames for a range of purposes and audiences. • Maintain an interactive vocabulary journal with challenging and interesting words to use in writing pieces. • Conference with students for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences and utilize a checklist/FCAT writing rubric to refine conventions.

Person or Persons Responsible

Teachers Reading Leader

Target Dates or Schedule

on going

Evidence of Completion

Formative Assessment – Monthly writing prompts and district assessments Summative Assessment –2014 FCAT 2.0

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

Monthly Writing prompts will be given to monitor fidelity of implementation.

Person or Persons Responsible

Reading Leader LLT Team

Target Dates or Schedule

monthly

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G2.B2.S1

District and monthly prompt data will be analyzed and used to revise instructional practices.

Person or Persons Responsible

LLT Team Administrators

Target Dates or Schedule

monthly

Evidence of Completion

Benchmark Exams

G3. The results of the 2013 FCAT 2.0 Math Test indicate that 41% of the elementary and middle school students scored at Level 3 or above. The target for the 2014 FCAT 2.0 Math Test is to increase this by 18 percentage points.

G3.B1 The area of deficiency for elementary students in all subgroups (White, Black, Hispanic, ELL, SWD, and ED) as noted on the 2013 administration of the FCAT Mathematics Test was found in the area of fractions for all grade levels. The barrier is the lack of fluency with addition and subtraction of fractions and decimals. According to the 2013 FCAT 2.0 results the actual and targeted subgroup data is as follows: Blacks -- Actual - 28% Proficient Target - 48% proficient Whites -- Actual - 38% Proficient Target - 57% proficient Hispanics -- Actual - 43% Proficient Target - 61% proficient SWD -- Actual - 22% Proficient Target - 42% proficient ED -- Actual - 41% Proficient Target - 59% proficient ELL -- Actual - 36% Proficient Target - 59% proficient

G3.B1.S1 Add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations

Action Step 1

- Engage students in activities to use technology such as SuccessMaker and the National Library of Virtual Manipulatives that include visual stimuli to develop conceptual understanding of fractions.
- Compare and order fractions, mixed numbers, and decimals in the same or different forms
- Relate halves, fourths, tenths, and hundredths to percent and vice versa.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments - Monthly benchmark tests and District Interim assessments Summative Assessment - 2014 FCAT 2.0

Facilitator:

Math Leader

Participants:

Teachers

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

The MTSS along with the math leader and administrators will monitor the implementation of identified strategies. The teachers will administer and score monthly mathematics benchmark assessments and adjust instruction as needed.

Person or Persons Responsible

Administrators MTSS Team Math Leader

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G3.B1.S1

The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement

Person or Persons Responsible

Administrator

Target Dates or Schedule

Ongoing

Evidence of Completion

Benchmark Assessments

G3.B2 The area of deficiency for elementary students scoring at proficiency level 3 as noted on the 2013 administration of the FCAT Mathematics Test was found in Reporting Category – Number: Base 10 & Fractions. The barrier is the lack of fluency with addition and subtraction of fractions and decimals.

G3.B2.S1 Add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations.

Action Step 1

- Add and subtract decimals and use models, place value, or properties in real-world situations.
- Compare and order fractions, mixed numbers, and decimals in the same or different forms.
- Relate halves, fourths, tenths, and hundredths to percent and vice versa.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments - Monthly benchmark tests and District Interim assessments Summative Assessment – 2014 FCAT 2.0

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

The LLT along with the math leader and administrators will monitor the implementation of identified strategies.

Person or Persons Responsible

Administrators LLT Team Math Leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G3.B2.S1

The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement.

Person or Persons Responsible

Administrator

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly benchmark tests

G3.B2.S2 Relate halves, fourths, tenths, and hundredths to percent and vice versa.

Action Step 1

The LLT along with the math leader and administrators will monitor the implementation of identified strategies. The teachers will administer and score monthly mathematics benchmark assessments and adjust instruction as needed. The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement.

Person or Persons Responsible

Administrators LLT Team Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments - Monthly benchmark tests and District Interim assessments Summative Assessment – 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G3.B2.S2

The LLT along with the math leader and administrators will monitor the implementation of identified strategies.

Person or Persons Responsible

LLT Math Leader

Target Dates or Schedule

on going

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G3.B2.S2

The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Benchmark Exams

G3.B3 The area of deficiency for elementary students scoring at levels 4 or above as noted on the 2013 administration of the FCAT Mathematics Test was found in Reporting Category – Geometry & Measurement. The barrier is lack of practice when applying appropriate formulas to solve real-world problems.

G3.B3.S1 Use different strategies to solve problems involving the volume and surface area of prisms and determining elapsed time.

Action Step 1

- Use literature in mathematics to provide the necessary meaning for children to successfully make connections with real-world situations.
- Implement interactive math journals written by students reflecting about the math they've learned.
- Perform multi-step conversions to solve problems within the same measurement system, including determining elapsed time.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments - Monthly benchmark tests and District Interim assessments Summative Assessment - 2014 FCAT 2.0

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

The LLT along with the math leader and administrators will monitor the implementation of identified strategies.

Person or Persons Responsible

Administrators LLT Team Math Leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G3.B3.S1

The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement

Person or Persons Responsible

Administrator

Target Dates or Schedule

Ongoing

Evidence of Completion

Benchmark Exams

G3.B4 The area of deficiency for elementary school students making learning gains as noted on the 2013 administration of the FCAT Mathematics Test was found in Reporting Category – Geometry & Measurement. The barrier is lack of practice when applying appropriate formulas to solve real-world problems.

G3.B4.S1 Determining the area and volume of polygons and identifying angles and transformations by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

- Provide context for mathematical exploration and the development of student understanding of geometric and measurement concepts by supporting the use of manipulatives, including SuccessMaker and the National Library of Virtual Manipulatives, and engaging opportunities for practice.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classwork

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

The LLT along with the math leader and administrators will monitor the implementation of identified strategies.

Person or Persons Responsible

Administrators LLT Team Math Leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G3.B4.S1

The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement

Person or Persons Responsible

Administrator

Target Dates or Schedule

Ongoing

Evidence of Completion

Benchmark Exams

G3.B5 The area of deficiency for elementary students in the lowest 25% making learning gains as noted on the 2013 administration of the FCAT Mathematics Test was found in Reporting Category – Number: Base Ten & Fractions. The barrier is the lack of fluency with addition and subtraction of fractions and decimals.

G3.B5.S2 Add and subtract decimals and fractions with both like and unlike denominators and use models or properties in real-world situations.

Action Step 1

- Engage students in activities to use technology such as SuccessMaker and the National Library of Virtual Manipulatives that include visual stimuli to develop conceptual understanding of fractions.
- Add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment - Monthly benchmark tests and District Interim assessments Summative Assessment - 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G3.B5.S2

The LLT along with the math leader and administrators will monitor the implementation of identified strategies.

Person or Persons Responsible

Administrators LLT Team Math Leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G3.B5.S2

The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement

Person or Persons Responsible

Administrator

Target Dates or Schedule

Ongoing

Evidence of Completion

Benchmark Exams

G3.B6 The area of deficiency for middle school students in the White, Black, Hispanic, SWD, and ED subgroups, as noted on the 2013 administration of the FCAT Mathematics Test, was found in Reporting Category – Geometry & Measurement. The barrier is the students' lack of ability to apply the knowledge of geometric and measurement formulas to solve real-world application-based problems.

G3.B6.S1 Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding of the process to determine the surface area and volume of prisms, pyramids, and cylinders in the classroom.

Action Step 1

- Develop students' ability to make sense of real world application problems that compare, contrast, and convert units of measure between different measurement systems, (US customary or metric (SI)), dimensions, and derived units by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.
- Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry concepts and conversions in measurement systems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment - Monthly benchmark tests and District Interim assessments Summative Assessment - 2014 FCAT 2.0

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

The LLT along with the math leader and administrators will monitor the implementation of identified strategies.

Person or Persons Responsible

Administrators LLT Team Math Leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G3.B6.S1

The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement

Person or Persons Responsible

Administrator

Target Dates or Schedule

Ongoing

Evidence of Completion

Benchmark Exams

G3.B7 The area of deficiency for middle school students in the ELL subgroup, as noted on the 2013 administration of the FCAT Mathematics Test, was found in Reporting Category – Ratios & Proportional Relationships. The barrier is the students' lack of mathematical fluency and problem solving proficiency in the areas of ratios, rates, and proportional and non-proportional relationships.

G3.B7.S1 Infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of ratios, rates, and proportional relationships.

Action Step 1

- Provide students with opportunities to use visual models to solve routine proportion problems, including scale drawings, similar figures, and constant speed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments

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

The LLT along with the math leader and administrators will monitor the implementation of identified strategies.

Person or Persons Responsible

Administrators LLT Team Math Leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G3.B7.S1

The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement

Person or Persons Responsible

Administrator

Target Dates or Schedule

Ongoing

Evidence of Completion

Benchmark Exams

G3.B8 The area of deficiency for middle school students scoring at proficiency level 3 as noted on the 2013 administration of the FCAT Mathematics Test was found in Reporting Category – Geometry & Measurement. The barrier is the students’ lack of geometric knowledge and spatial reasoning.

G3.B8.S1 Develop students’ ability to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

Action Step 1

- Provide grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface areas. These activities should include the selection of appropriate units.
- Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments

Plan to Monitor Fidelity of Implementation of G3.B8.S1

The LLT along with the math leader and administrators will monitor the implementation of identified strategies.

Person or Persons Responsible

Administrators LLT Team Math Leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G3.B8.S1

The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement

Person or Persons Responsible

Administrator

Target Dates or Schedule

Ongoing

Evidence of Completion

Benchmark Exams

G3.B9 The area of deficiency for middle school students scoring at levels 4 or above as noted on the 2013 administration of the FCAT Mathematics Test was found in Reporting Category – Geometry & Measurement. The barrier is lack of practice when applying appropriate formulas to solve real-world problems.

G3.B9.S1 Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of geometry and measurement.

Action Step 1

- Use literature in mathematics to provide the necessary meaning for children to successfully make connections with real-world situations.
- Implement interactive math journals written by students reflecting about the math they've learned.
- Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments

Plan to Monitor Fidelity of Implementation of G3.B9.S1

The LLT along with the math leader and administrators will monitor the implementation of identified strategies.

Person or Persons Responsible

Administrators LLT Team Math Leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G3.B9.S1

The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement

Person or Persons Responsible

Administrator

Target Dates or Schedule

Ongoing

Evidence of Completion

Benchmark Exams

G3.B10 The area of deficiency for middle school students making learning gains as noted on the 2013 administration of the FCAT Mathematics Test was found in Reporting Category – Geometry & Measurement. The barrier is lack of practice when applying appropriate formulas to solve real-world problems.

G3.B10.S1 Support mathematical fluency and problem solving skills in the areas of geometry and measurement conversion by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

- Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities on determining the surface area and volume of prisms, pyramids, and cylinders and conversions within measurement systems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments

Plan to Monitor Fidelity of Implementation of G3.B10.S1

The LLT along with the math leader and administrators will monitor the implementation of identified strategies.

Person or Persons Responsible

Administrators LLT Team Math Leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G3.B10.S1

The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement

Person or Persons Responsible

Administrator

Target Dates or Schedule

Ongoing

Evidence of Completion

Benchmark Exams

G3.B11 The area of deficiency for middle school students in the lowest 25% making learning gains as noted on the 2013 administration of the FCAT Mathematics Test was found in Reporting Category – Geometry & Measurement. The barrier is the students' lack of ability to apply the knowledge of geometric and measurement formulas to solve real-world application-based problems.

G3.B11.S1 Infuse prior knowledge to ensure students connect previous understandings to new understandings with geometric concepts and conversions in measurement systems.

Action Step 1

- Use manipulatives and hands-on experiences to facilitate the connection between conceptual learning and its application in real-world problems.
- Provide a variety of models of representation (nets of prisms, pyramids, and cylinders) and hands-on activities to develop students' understanding of the process to determine surface area and volume prior to introducing the formulas.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments

Plan to Monitor Fidelity of Implementation of G3.B11.S1

The LLT along with the math leader and administrators will monitor the implementation of identified strategies.

Person or Persons Responsible

Administrators LLT Team Math Leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G3.B11.S1

The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement

Person or Persons Responsible

Administrator

Target Dates or Schedule

Ongoing

Evidence of Completion

Benchmark Exams

G4. In 2012 - 2013 , 37% of middle school students were enrolled in high school courses. The target for the 2013-2014 school year is to increase this by 2 percentage points.

G4.B1 Students struggle with basic math facts and computation and this hinders their ability to enroll in high level math courses, such as Algebra I.

G4.B1.S1 Teachers will assign successmaker math lessons that target basic math multiplication and division skills and computation.

Action Step 1

Teachers will utilize successmaker math to expose students to computation on a daily basis. Students will be exposed to different ways of solving word problems.

Person or Persons Responsible

Teachers Math leader

Target Dates or Schedule

on going

Evidence of Completion

Student enrollment in Algebra I for the 2014 - 2015 school year.

Facilitator:

Technology Coordinator

Participants:

Middle School Math Teachers

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

MTSS will ensure students are using Successmaker as needed.

Person or Persons Responsible

MTSS Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G4.B1.S1

Administrator will conduct quarterly data chats with teachers to monitor progress and adjust instructional practices as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark Exams

G4.B1.S2 Saturday Tutoring will be implemented in order to target students who struggle with math problem solving skills.

Action Step 1

Students will be exposed to different ways of solving word problems.

Person or Persons Responsible

Saturday School Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Saturday Tutoring Pre and Post Test

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

Saturday attendance records will be maintained and checked for consistency of exposure.

Person or Persons Responsible

Saturday Tutoring Leaders Administrators

Target Dates or Schedule

on going

Evidence of Completion

Attendance Logs Saturday Tutoring pre and post test

Plan to Monitor Effectiveness of G4.B1.S2

Classroom teachers will administer monthly math assessments and district assessments to monitor progress of Saturday tutoring students.

Person or Persons Responsible

Classroom Teachers MTSS Administrators

Target Dates or Schedule

on going

Evidence of Completion

Benchmark Assessments

G4.B1.S3 Students will practice math facts using the Reflex Math on line program

Action Step 1

Students will participate in math facts practice during a specified time in the week.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

on going

Evidence of Completion

Classroom Assessments Reflex Math Reports

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Teachers will view Reflex Math Reports

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

on going

Evidence of Completion

Classroom Assessments

Plan to Monitor Effectiveness of G4.B1.S3

Reflex Math Computer Schedule

Person or Persons Responsible

Classroom Teachers Math leader

Target Dates or Schedule

on going

Evidence of Completion

Benchmark Assessments

G5. The results of the 2013 EOC Algebra 1 Test indicate that 58% of students are at proficiency level 3. The target for the 2014 EOC Algebra is to maintain this level.

G5.B1 The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was found in Reporting Category – Rationals, Radicals, Quadratics, & Discrete Mathematics for students at proficiency levels 3, 4, and above. The barrier is the students' lack of exposure to a variety of problem-solving strategies to make sense of abstract problems. The actual and targeted data is as follows: 2013 Actual -- 58% - 2014 Targeted 58%

G5.B1.S1 • Solve algebraic proportions in real-world and mathematical contexts.

Action Step 1

- Solve real-world problems using quadratic equations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments

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

The LLT along with the math leader and administrators will monitor the implementation of identified strategies.

Person or Persons Responsible

Administrators LLT Team Math Leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G5.B1.S1

The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement

Person or Persons Responsible

Administrator

Target Dates or Schedule

Ongoing

Evidence of Completion

Benchmark Exams

G6. The results of the 2013 FCAT Science Test indicate that 23% of the student population in 5th grade scored at Level 3 or above. The target for the 2014 FCAT Science Test is to increase this by 7 percentage points.

G6.B1 The area of deficiency as noted on the 2013 administration of the FCAT Science Test for 5th grade students at proficiency levels 3, 4, and above was found in Reporting Category 3 – Physical Science. The barrier is the students' lack of experience identifying basic forms of energy, familiar forces, and distinguishing relationships among mass, force, and motion.

G6.B1.S1 Increase opportunities for authentic hands-on science experiences with emphasis on observations and the development of a testable hypothesis. Students will write about these experiences in their essential lab log.

Action Step 1

- Ensure that instruction includes teacher-demonstrated as well as student-centered lab activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments

Facilitator:

Science Leader

Participants:

Teachers

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

- Ensure that instruction includes teacher-demonstrated as well as student-centered lab activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.

Person or Persons Responsible

Administrators Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G6.B1.S1

The teachers will administer and score monthly science assessments and District Interim assessments to adjust instruction as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Benchmark Exams

G6.B1.S2 Science journals will be utilized with corrective feedback.

Action Step 1

Science journals will be utilized in all science classrooms to increase awareness of the scientific process.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

on going

Evidence of Completion

Science Journal Corrective Feedback Classroom Assessments

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

Science journals will be analyzed for corrective feedback and evidence that students are implementing strategies that were recommended to them.

Person or Persons Responsible

Classroom Teachers MTSS

Target Dates or Schedule

on going

Evidence of Completion

Classroom Assessments

Plan to Monitor Effectiveness of G6.B1.S2

Analysis of science journals

Person or Persons Responsible

Classroom Teachers MTSS Administrators

Target Dates or Schedule

on going

Evidence of Completion

Benchmark Assessments

G6.B1.S3 Brain Pop Science program will be utilized to review science benchmarks and increase hands-on experiences.

Action Step 1

Brain Pop Science program will be utilized on a weekly basis during science instruction in the 4th and 5th grades.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Classroom Assessments

Plan to Monitor Fidelity of Implementation of G6.B1.S3

Student work folders and journals will show evidence of times logged in and feedback.

Person or Persons Responsible

Classroom Teachers Support Personnel

Target Dates or Schedule

on going

Evidence of Completion

Classroom Assessments Science Logs

Plan to Monitor Effectiveness of G6.B1.S3

Benchmark and District Assessments will be utilized

Person or Persons Responsible

Classroom Teachers Administrators

Target Dates or Schedule

on going

Evidence of Completion

Benchmark Assessments

G7. The results of the 2013 FCAT Science Test indicate that 37% of 8th graders scored at Level 3 or above. The target for the 2014 FCAT Science Test is to increase this by 7 percentage points.

G7.B1 Students in Middle School lack the hands on experiences to handle complex Scientific problem solving.

G7.B1.S1 Provide students with hands-on lab experiences in order to assist with real-world connections to science problems and promote scientific thinking.

Action Step 1

Provide Weekly Science Lab Experiences

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Assessments

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

Student understanding will be monitored through use of lab journals and quizzes.

Person or Persons Responsible

MTSS Science Leader

Target Dates or Schedule

MOntly

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G7.B1.S1

Administrators will conduct walk throughs to ensure student labs are being properly journaled.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Exams

G7.B2 The area of deficiency as noted on the 2013 administration of the FCAT Science Test for 8th graders at proficiency levels 3, 4, and above was found in Reporting Category 1– Nature of Science. The barrier is the students' lack of experience in practicing observation skills to form hypotheses.

G7.B2.S1 Increase opportunities for authentic hands-on science experiences with emphasis on observations and the development of a testable hypothesis. Students will write about these experiences in their essential lab log.

Action Step 1

Ensure that instruction includes teacher-demonstrated as well as student-centered lab activities that apply, analyze, and distinguish differences between theories and laws.

Person or Persons Responsible

Classroom Teachers MTSS

Target Dates or Schedule

on going

Evidence of Completion

Benchmark Assessments District Assessments

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

Ensure that instruction includes teacher-demonstrated as well as student-centered lab activities that apply, analyze, and distinguish differences between theories and laws.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

on going

Evidence of Completion

Benchmark Assessments

Plan to Monitor Effectiveness of G7.B2.S1

Science journals and logs will be monitored for feedback and corrections

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

on going

Evidence of Completion

Benchmark Assessments District Assessments

G8. Our student participation in the District Science Fair for the 2012 –2013 school year was 15% of 5th and 8th grade students. Our goal for the 2013 – 2014 school year is to increase the number of students by 5 percentage points.

G8.B1 The barrier is the students' lack the exposure to practice concepts learned in math and science in real-world settings.

G8.B1.S1 Incorporate after-school activities (i.e. Science Club and SECME) to provide opportunities for high achieving students to enrich their knowledge of scientific concepts while participating in group based projects.

Action Step 1

Emphasize inquiry-based activities on an ongoing basis in math and science lessons in order to engage the students in the problem-solving process.

Person or Persons Responsible

Administrators Science Teachers Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments

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

The teachers will administer and score monthly science assessments and District Interim assessments to adjust instruction as needed.

Person or Persons Responsible

Teachers, LLT, Administrators

Target Dates or Schedule

on going

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G8.B1.S1

The teachers will administer and score monthly science assessments and District Interim assessments to adjust instruction as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on going

Evidence of Completion

Benchmark Assessments

G8.B1.S2 Integrate Gizmos on-line program within the science and math focus calendar to ensure standards are taught with rigor.

Action Step 1

Utilize the Gizmo usage report to determine program fidelity.

Person or Persons Responsible

Classroom Teachers Support Personnel

Target Dates or Schedule

on going

Evidence of Completion

Classroom Assessments

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

Gizmo usage Report will be analyzed

Person or Persons Responsible

Support Personnel MTSS

Target Dates or Schedule

on going

Evidence of Completion

Classroom Assessments

Plan to Monitor Effectiveness of G8.B1.S2

Classroom and benchmark assessments will be analyzed

Person or Persons Responsible

Classroom Teachers Administrators

Target Dates or Schedule

on going

Evidence of Completion

Benchmark Assessments

G8.B1.S3 Provide weekly push-in support to assist with 5th grade science strategies and non-mastered benchmarks.

Action Step 1

Utilize a small group setting to target benchmarks that were not mastered on interim and/or class assessments.

Person or Persons Responsible

Classroom Teacher District Support Personnel

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Benchmark Assessments

Plan to Monitor Fidelity of Implementation of G8.B1.S3

The teachers will administer and score monthly science assessments and District Interim assessments to adjust instruction as needed.

Person or Persons Responsible

Classroom Teachers Support Personnel

Target Dates or Schedule

monthly

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G8.B1.S3

The teachers will administer and score monthly science assessments and District Interim assessments to adjust instruction as needed.

Person or Persons Responsible

Classroom Teachers Administrators

Target Dates or Schedule

On going

Evidence of Completion

Benchmark Assessments

G9. Our goal for the 2013-2014 school year is to increase student exposure and awareness to careers through the AVID course and the Career Fair.

G9.B1 The barriers are that students are limited in their ability to envision career goals and also the limited number of students enrolled in middle school hinders the opportunity for career courses being offered.

G9.B1.S1 • Provide work experience opportunities for students within the school as office aids and media center specialist aids

Action Step 1

Utilize the AVID program strategies to sharpen students' organizational skills. Integrate the Common Core Reading Standards for Literacy in Science and Technical subjects into CTE-related courses such as AVID. Host Career Fair

Person or Persons Responsible

Administrators Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student progress will be monitored through Reading data.

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

Administrators and Reading Leader will monitor the effective implementation of lessons and integration of CCSS in the CTE-related courses. Teachers will discuss experiences gained after participating in Career Fair.

Person or Persons Responsible

Administrator Reading Leader Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G9.B1.S1

The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement.

Person or Persons Responsible

Administrator

Target Dates or Schedule

Ongoing

Evidence of Completion

Benchmark Exams

G10. In 2012-2013, 11% of students were retained. Our goal in 2013-2014 is to reduce that number by 1 percentage point.

G10.B1 Academic achievement is closely associated with student attendance. The barriers are that students are missing academic instruction due to excessive absences and the need of extra academic support for struggling students.

G10.B1.S1 Establish tutorial programs to address students' areas of need.

Action Step 1

Encourage students to enroll in Saturday tutoring program and pull-out program throughout the school week.

Person or Persons Responsible

Administrators Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments

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

Review Saturday school tutoring attendance, and encourage students to attend on a regular basis.

Person or Persons Responsible

Administrator

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G10.B1.S1

Review assessment data monthly to monitor students' progress and adjust instruction as needed.

Person or Persons Responsible

Administrator

Target Dates or Schedule

Ongoing

Evidence of Completion

Benchmark Exams

G10.B1.S2 Provide attendance incentives through the use of EESAC funds.

Action Step 1

Teachers and School leaders will recognize students at awards assemblies and on morning announcements for perfect attendance.

Person or Persons Responsible

Teachers School Leader

Target Dates or Schedule

on going

Evidence of Completion

Attendance Rosters

Plan to Monitor Fidelity of Implementation of G10.B1.S2

Administrators and office personnel will ensure that attendance is accurate for all students.

Person or Persons Responsible

Administrators Office Personnel

Target Dates or Schedule

on going

Evidence of Completion

Student scores on class tests.

Plan to Monitor Effectiveness of G10.B1.S2

Administrators and teachers will review data to ensure that students with attendance issues are identified and needs are being met.

Person or Persons Responsible

Administrators

Target Dates or Schedule

on going

Evidence of Completion

Benchmark Assessments

G10.B2 In 2013, 11% of students were retained. The barrier is that students are not coming to school equipped with fundamental number and alphabet knowledge.

G10.B2.S1 Academic support will be given to struggling students via small group instruction and intervention.

Action Step 1

Teachers will group students and confer with struggling students daily during small group instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Assessments

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

Student FAIR Data will be monitored closely.

Person or Persons Responsible

LLT Reading Leader

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G10.B2.S1

Monthly Data chats will be held to ensure effectiveness of small group instruction and changes will be made accordingly.

Person or Persons Responsible

LLT Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Assessments

G10.B3 By Grade 3, students should be reading at grade level. If the necessary foundational skills are not present, student can quickly fall behind by grade 3.

G10.B3.S1 Struggling students in grade 3 will receive intervention strategies beyond the 90 minute instructional reading block.

Action Step 1

Teachers will group students according to ability and determine areas of need during small group instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Assessments

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

Reading Leader will plan with third grade teachers to ensure proper grouping of students.

Person or Persons Responsible

Reading Leader

Target Dates or Schedule

On going

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G10.B3.S1

Administrators will conduct walk throughs to ensure strategy is being executed with fidelity.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On going

Evidence of Completion

Benchmark Exams

G10.B4 The barriers include behavior and classroom management; they present challenges due to the occurrence of differing class rules and requirements amongst varying teachers. Also, there are limited opportunities to recognize students for positive behavior.

G10.B4.S1 Review the Code of Student Conduct and Student Handbook during student orientation meetings and open house.

Action Step 1

Provide incentives for compliance through the use of SPOT success recognition program.

Person or Persons Responsible

Teachers Administrators

Target Dates or Schedule

On going

Evidence of Completion

Suspension reports

Plan to Monitor Fidelity of Implementation of G10.B4.S1

Review and analyze the Suspension Report

Person or Persons Responsible

Administrators

Target Dates or Schedule

On going

Evidence of Completion

Suspension Reports

Plan to Monitor Effectiveness of G10.B4.S1

Monitor SPOT Success Report by grade level.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On going

Evidence of Completion

SPOT Success Report

G11. In 2012-2013, 12% of the middle school students failed a math course, 7% a reading class, and 5% failed two or more courses. The goal for 2013-2014 is to decrease those numbers by 1 percentage point.

G11.B1 Academic achievement is closely associated with student attendance. The barriers are that students are missing academic instruction due to excessive absences and the need of extra academic support for struggling students. 10% of students missed 10% or more of instructional time in 2013. The target is to have only 9% of students miss in 2014.

G11.B1.S1 Establish tutorial programs to address students' areas of need.

Action Step 1

Encourage students to enroll in Saturday tutoring program and pull-out program throughout the school week.

Person or Persons Responsible

Administrator Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments

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

Review Saturday school tutoring attendance, and encourage students to attend on a regular basis.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G11.B1.S1

Review assessment data monthly to monitor students' progress and adjust instruction as needed.

Person or Persons Responsible

Administrator Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Benchmark Assessments

G11.B2 Students who are failing courses as noted by the data are lacking basic skill knowledge in order to achieve a higher level of understanding of more difficult concepts.

G11.B2.S1 Offer incentives to students who enroll in Saturday Tutoring and maintain consistent attendance.

Action Step 1

Incentives will be given to students who attend tutorial programs consistently.

Person or Persons Responsible

Teachers Administrators Tutoring Leaders

Target Dates or Schedule

On going

Evidence of Completion

Attendance Logs

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

Tutoring Attendance Logs will be monitored for consistency.

Person or Persons Responsible

Administrators Reading Leader

Target Dates or Schedule

On Going

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G11.B2.S1

Data chats will be held with teachers and students to determine progress.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On going

Evidence of Completion

Benchmark Exams

Coordination and Integration

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

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

Title I, Part A

Leisure City K – 8 Center provides services to ensure students requiring additional remediation are assisted through morning and after-school programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to elementary and middle school students. The Reading Coach develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. She identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Other components that are integrated into the school wide program include Supplemental Educational Services and special support services to special needs populations such as migrant and delinquent students.

Title I, Part C- Migrant

Leisure City K – 8 Center provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

Students and parent are interviewed by the Community Involvement Specialist in order to determine grade level and special needs. Student attendance will be monitored daily. Additional support services will be provided through Project Upstart.

Leisure City K – 8 Center will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Leisure City K – 8 Center offers a non-violence, anti-bullying, and anti-drug program to students that incorporate field trips and counseling.

Nutrition Programs

- 1) Leisure City K – 8 Center adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

4) Fresh Fruit & Vegetable Program is a federally assisted program that provides free fresh fruit and vegetable snacks in participating schools during the school day.

Head Start

Leisure City K – 8 Center provides a VPK program.

Other

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to Leisure City's parent area in order to inform parents regarding available programs, their rights under No Child Left Behind, and other referral services.

Increase parental involvement through developing Leisure City's Title I School-Parent Compact, Leisure City's Title I Parental Involvement Plan, scheduling the Title I Annual Meeting, and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly Reports (FM-6914 Rev. 06-12) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-12), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family survey will be completed by parents/families in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. The results of the 2013 FCAT 2.0 indicate that 42% of the overall student population are scoring at level 3 and above in reading. The target for the 2014 FCAT 2.0 Reading is to increase by 9 percentage points.

G1.B1 The area of deficiency for Whites, Blacks, Hispanics, Students with Disabilities, and Economically Disadvantaged students, as noted on the 2013 administration of the FCAT 2.0 Reading Test, was found in Reporting Category 2 – Reading Application. The barrier is the students' inability to identify both stated and implied main idea in a rigorous text and their lack of ability to read and comprehend literature and informational text at the high end of the text complexity band independently and proficiently. According to the 2013 FCAT 2.0 results the actual and targeted subgroup data is as follows: Blacks -- Actual - 37% Proficient Target - 45% proficient Whites -- Actual - 38% Proficient Target - 60% proficient Hispanics -- Actual - 43% Proficient Target - 51% proficient SWD -- Actual - 15% Proficient Target - 33% proficient ED -- Actual - 42% Proficient Target - 50% proficient

G1.B1.S1 Read and comprehend literature and informational text at the high end of the text complexity band independently and proficiently. Reflect on reading by using interactive response journals.

PD Opportunity 1

Infuse lessons with Bloom's Taxonomy and Webb's Depth of Knowledge questioning as supported by CCSS. Expose students to a variety of text that includes both stated and implied main idea. Utilize FCAT Explorer and SuccessMaker to provide practice identifying main idea. Keep teachers informed about current topics on specific subjects in order to prepare more effective lessons that are aligned with CCSS.

Facilitator

Reading Leader

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments - McGraw-Hill series quizzes & tests along with student scores on monthly assessments and District Interim Assessments Summative Assessment - 2014 FCAT 2.0

G1.B3 The area of deficiency for students scoring at level 3, as noted on the 2013 administration of the FCAT 2.0 Reading Test, was Category 2-Reading Application. The barrier is the students' inability to determine author's perspective due to lack of inferring skills.

G1.B3.S1 Establish instructional routines/schedules as aligned to the new Reading series and the Common Core State Standards.

PD Opportunity 1

Use common planning time to assure grade levels are following the district pacing guide.

Facilitator

Reading Leader

Participants

Reading Teachers

Target Dates or Schedule

On going

Evidence of Completion

Formative Assessments - McGraw-Hill series quizzes & tests along with student scores on monthly assessments and District Interim Assessments Summative Assessment - 2014 FCAT 2.0

G2. The results of the 2013 FCAT 2.0 Writing Assessment indicate that 50% of students are at level 3.5 and above. Our goal is to increase the total number of students at proficiency by 5 percentage points.

G2.B1 The areas of deficiency as noted on the 2013 Administration of the FCAT Writing 2.0 administration are elaboration and conventions. The areas of concern for fourth grade is Narrative Writing. These deficiencies are due to the students' inability to include detailed evidence. Students also lack the skills and vocabulary base to elaborate by using literary devices such as similes, metaphors, and personifications. The students also struggle with the proper use of conventions and editing techniques.

G2.B1.S1 • Expose students to the writing process and writing techniques that require them to use supporting details, concrete examples, statistics, comparisons and amazing facts to develop elaboration through the Write Traits! and San Ron Teach Me Writing programs.

PD Opportunity 1

- Write routinely over extended time frames for a range of purposes and audiences.
- Maintain an interactive vocabulary journal with challenging and interesting words to use in writing pieces
- Conference with students for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences and utilize a checklist/FCAT writing rubric to refine conventions.

Facilitator

Reading Leader

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – Monthly writing prompts and district assessments Summative Assessment –2014 FCAT 2.0

G3. The results of the 2013 FCAT 2.0 Math Test indicate that 41% of the elementary and middle school students scored at Level 3 or above. The target for the 2014 FCAT 2.0 Math Test is to increase this by 18 percentage points.

G3.B1 The area of deficiency for elementary students in all subgroups (White, Black, Hispanic, ELL, SWD, and ED) as noted on the 2013 administration of the FCAT Mathematics Test was found in the area of fractions for all grade levels. The barrier is the lack of fluency with addition and subtraction of fractions and decimals. According to the 2013 FCAT 2.0 results the actual and targeted subgroup data is as follows: Blacks -- Actual - 28% Proficient Target - 48% proficient Whites -- Actual - 38% Proficient Target - 57% proficient Hispanics -- Actual - 43% Proficient Target - 61% proficient SWD -- Actual - 22% Proficient Target - 42% proficient ED -- Actual - 41% Proficient Target - 59% proficient ELL -- Actual - 36% Proficient Target - 59% proficient

G3.B1.S1 Add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations

PD Opportunity 1

- Engage students in activities to use technology such as SuccessMaker and the National Library of Virtual Manipulatives that include visual stimuli to develop conceptual understanding of fractions.
- Compare and order fractions, mixed numbers, and decimals in the same or different forms
- Relate halves, fourths, tenths, and hundredths to percent and vice versa.

Facilitator

Math Leader

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments - Monthly benchmark tests and District Interim assessments Summative Assessment - 2014 FCAT 2.0

G4. In 2012 - 2013 , 37% of middle school students were enrolled in high school courses. The target for the 2013-2014 school year is to increase this by 2 percentage points.

G4.B1 Students struggle with basic math facts and computation and this hinders their ability to enroll in high level math courses, such as Algebra I.

G4.B1.S1 Teachers will assign successmaker math lessons that target basic math multiplication and division skills and computation.

PD Opportunity 1

Teachers will utilize successmaker math to expose students to computation on a daily basis. Students will be exposed to different ways of solving word problems.

Facilitator

Technology Coordinator

Participants

Middle School Math Teachers

Target Dates or Schedule

on going

Evidence of Completion

Student enrollment in Algebra I for the 2014 - 2015 school year.

G6. The results of the 2013 FCAT Science Test indicate that 23% of the student population in 5th grade scored at Level 3 or above. The target for the 2014 FCAT Science Test is to increase this by 7 percentage points.

G6.B1 The area of deficiency as noted on the 2013 administration of the FCAT Science Test for 5th grade students at proficiency levels 3, 4, and above was found in Reporting Category 3 – Physical Science. The barrier is the students’ lack of experience identifying basic forms of energy, familiar forces, and distinguishing relationships among mass, force, and motion.

G6.B1.S1 Increase opportunities for authentic hands-on science experiences with emphasis on observations and the development of a testable hypothesis. Students will write about these experiences in their essential lab log.

PD Opportunity 1

- Ensure that instruction includes teacher-demonstrated as well as student-centered lab activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.

Facilitator

Science Leader

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

| Goal | Description | Total |
|-------|---|----------|
| G1. | The results of the 2013 FCAT 2.0 indicate that 42% of the overall student population are scoring at level 3 and above in reading. The target for the 2014 FCAT 2.0 Reading is to increase by 9 percentage points. | \$200 |
| G2. | The results of the 2013 FCAT 2.0 Writing Assessment indicate that 50% of students are at level 3.5 and above. Our goal is to increase the total number of students at proficiency by 5 percentage points. | \$200 |
| G3. | The results of the 2013 FCAT 2.0 Math Test indicate that 41% of the elementary and middle school students scored at Level 3 or above. The target for the 2014 FCAT 2.0 Math Test is to increase this by 18 percentage points. | \$200 |
| G6. | The results of the 2013 FCAT Science Test indicate that 23% of the student population in 5th grade scored at Level 3 or above. The target for the 2014 FCAT Science Test is to increase this by 7 percentage points. | \$200 |
| G7. | The results of the 2013 FCAT Science Test indicate that 37% of 8th graders scored at Level 3 or above. The target for the 2014 FCAT Science Test is to increase this by 7 percentage points. | \$200 |
| G10. | In 2012-2013, 11% of students were retained. Our goal in 2013-2014 is to reduce that number by 1 percentage point. | \$6,000 |
| G11. | In 2012-2013, 12% of the middle school students failed a math course, 7% a reading class, and 5% failed two or more courses. The goal for 2013-2014 is to decrease those numbers by 1 percentage point. | \$28,000 |
| Total | | \$35,000 |

Budget Summary by Funding Source and Resource Type

| Funding Source | Total | Professional Development | Evidence-Based Program | Other |
|----------------|----------|--------------------------|------------------------|---------|
| Total | \$35,000 | \$800 | \$33,200 | \$1,000 |
| General Funds | \$800 | \$800 | | |
| General Fund | \$200 | \$200 | | |
| EESAC | \$5,000 | \$6,000 | \$1,000 | |
| Title I | \$28,000 | \$28,000 | | |

Budget Details

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

G1. The results of the 2013 FCAT 2.0 indicate that 42% of the overall student population are scoring at level 3 and above in reading. The target for the 2014 FCAT 2.0 Reading is to increase by 9 percentage points.

G1.B1 The area of deficiency for Whites, Blacks, Hispanics, Students with Disabilities, and Economically Disadvantaged students, as noted on the 2013 administration of the FCAT 2.0 Reading Test, was found in Reporting Category 2 – Reading Application. The barrier is the students’ inability to identify both stated and implied main idea in a rigorous text and their lack of ability to read and comprehend literature and informational text at the high end of the text complexity band independently and proficiently. According to the 2013 FCAT 2.0 results the actual and targeted subgroup data is as follows: Blacks -- Actual - 37% Proficient Target - 45% proficient Whites -- Actual - 38% Proficient Target - 60% proficient Hispanics -- Actual - 43% Proficient Target - 51% proficient SWD -- Actual - 15% Proficient Target - 33% proficient ED -- Actual - 42% Proficient Target - 50% proficient

G1.B1.S1 Read and comprehend literature and informational text at the high end of the text complexity band independently and proficiently. Reflect on reading by using interactive response journals.

Action Step 1

Infuse lessons with Bloom’s Taxonomy and Webb’s Depth of Knowledge questioning as supported by CCSS. Expose students to a variety of text that includes both stated and implied main idea. Utilize FCAT Explorer and SuccessMaker to provide practice identifying main idea. Keep teachers informed about current topics on specific subjects in order to prepare more effective lessons that are aligned with CCSS.

Resource Type

Professional Development

Resource

McGraw-Hill Basal, technology, articles to discuss during PD opportunities

Funding Source

General Funds

Amount Needed

\$200

G2. The results of the 2013 FCAT 2.0 Writing Assessment indicate that 50% of students are at level 3.5 and above. Our goal is to increase the total number of students at proficiency by 5 percentage points.

G2.B1 The areas of deficiency as noted on the 2013 Administration of the FCAT Writing 2.0 administration are elaboration and conventions. The areas of concern for fourth grade is Narrative Writing. These deficiencies are due to the students' inability to include detailed evidence. Students also lack the skills and vocabulary base to elaborate by using literary devices such as similes, metaphors, and personifications. The students also struggle with the proper use of conventions and editing techniques.

G2.B1.S1 • Expose students to the writing process and writing techniques that require them to use supporting details, concrete examples, statistics, comparisons and amazing facts to develop elaboration through the Write Traits! and San Ron Teach Me Writing programs.

Action Step 1

- Write routinely over extended time frames for a range of purposes and audiences.
- Maintain an interactive vocabulary journal with challenging and interesting words to use in writing pieces
- Conference with students for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences and utilize a checklist/FCAT writing rubric to refine conventions.

Resource Type

Professional Development

Resource

Articles to discuss during PD opportunities

Funding Source

General Funds

Amount Needed

\$200

G3. The results of the 2013 FCAT 2.0 Math Test indicate that 41% of the elementary and middle school students scored at Level 3 or above. The target for the 2014 FCAT 2.0 Math Test is to increase this by 18 percentage points.

G3.B1 The area of deficiency for elementary students in all subgroups (White, Black, Hispanic, ELL, SWD, and ED) as noted on the 2013 administration of the FCAT Mathematics Test was found in the area of fractions for all grade levels. The barrier is the lack of fluency with addition and subtraction of fractions and decimals. According to the 2013 FCAT 2.0 results the actual and targeted subgroup data is as follows: Blacks -- Actual - 28% Proficient Target - 48% proficient Whites -- Actual - 38% Proficient Target - 57% proficient Hispanics -- Actual - 43% Proficient Target - 61% proficient SWD -- Actual - 22% Proficient Target - 42% proficient ED -- Actual - 41% Proficient Target - 59% proficient ELL -- Actual - 36% Proficient Target - 59% proficient

G3.B1.S1 Add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations

Action Step 1

- Engage students in activities to use technology such as SuccessMaker and the National Library of Virtual Manipulatives that include visual stimuli to develop conceptual understanding of fractions.
- Compare and order fractions, mixed numbers, and decimals in the same or different forms
- Relate halves, fourths, tenths, and hundredths to percent and vice versa.

Resource Type

Professional Development

Resource

Articles to discuss during PD opportunities

Funding Source

General Funds

Amount Needed

\$200

G6. The results of the 2013 FCAT Science Test indicate that 23% of the student population in 5th grade scored at Level 3 or above. The target for the 2014 FCAT Science Test is to increase this by 7 percentage points.

G6.B1 The area of deficiency as noted on the 2013 administration of the FCAT Science Test for 5th grade students at proficiency levels 3, 4, and above was found in Reporting Category 3 – Physical Science. The barrier is the students’ lack of experience identifying basic forms of energy, familiar forces, and distinguishing relationships among mass, force, and motion.

G6.B1.S1 Increase opportunities for authentic hands-on science experiences with emphasis on observations and the development of a testable hypothesis. Students will write about these experiences in their essential lab log.

Action Step 1

- Ensure that instruction includes teacher-demonstrated as well as student-centered lab activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.

Resource Type

Professional Development

Resource

Articles for PD opportunities

Funding Source

General Funds

Amount Needed

\$200

G7. The results of the 2013 FCAT Science Test indicate that 37% of 8th graders scored at Level 3 or above. The target for the 2014 FCAT Science Test is to increase this by 7 percentage points.

G7.B1 Students in Middle School lack the hands on experiences to handle complex Scientific problem solving.

G7.B1.S1 Provide students with hands-on lab experiences in order to assist with real-world connections to science problems and promote scientific thinking.

Action Step 1

Provide Weekly Science Lab Experiences

Resource Type

Evidence-Based Program

Resource

Science Lab Materials

Funding Source

General Fund

Amount Needed

\$200

G10. In 2012-2013, 11% of students were retained. Our goal in 2013-2014 is to reduce that number by 1 percentage point.

G10.B1 Academic achievement is closely associated with student attendance. The barriers are that students are missing academic instruction due to excessive absences and the need of extra academic support for struggling students.

G10.B1.S2 Provide attendance incentives through the use of EESAC funds.

Action Step 1

Teachers and School leaders will recognize students at awards assemblies and on morning announcements for perfect attendance.

Resource Type

Evidence-Based Program

Resource

Awards and Medals

Funding Source

EESAC

Amount Needed

\$5,000

G10.B4 The barriers include behavior and classroom management; they present challenges due to the occurrence of differing class rules and requirements amongst varying teachers. Also, there are limited opportunities to recognize students for positive behavior.

G10.B4.S1 Review the Code of Student Conduct and Student Handbook during student orientation meetings and open house.

Action Step 1

Provide incentives for compliance through the use of SPOT success recognition program.

Resource Type

Other

Resource

Printing of Code of Student Conduct

Funding Source

EESAC

Amount Needed

\$1,000

G11. In 2012-2013, 12% of the middle school students failed a math course, 7% a reading class, and 5% failed two or more courses. The goal for 2013-2014 is to decrease those numbers by 1 percentage point.

G11.B2 Students who are failing courses as noted by the data are lacking basic skill knowledge in order to achieve a higher level of understanding of more difficult concepts.

G11.B2.S1 Offer incentives to students who enroll in Saturday Tutoring and maintain consistent attendance.

Action Step 1

Incentives will be given to students who attend tutorial programs consistently.

Resource Type

Evidence-Based Program

Resource

Saturday School Tutorial Program

Funding Source

Title I

Amount Needed

\$28,000