



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Aventura Waterways K 8 Center

21101 NE 26TH AVE

Miami, FL 33180

305-933-5200

<http://aventurawaterwaysk8.dadeschools.net>

School Demographics

School Type
Combination School

Title I
No

Free and Reduced Lunch Rate
46%

Alternative/ESE Center
No

Charter School
No

Minority Rate
70%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Aventura Waterways K 8 Center

Principal

Luis Bello A

School Advisory Council chair

Andrew Beninati

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

Name	Title
Luis Bello	Principal
Alyssa Eskin-Rosenblatt	Assistant Principal
Sylvia Lane	Assistant Principal
Ileana Robles	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

1-principal, 1-assistant principal, 1-UTD steward, 6-teachers, 2-educational support, 8-parents, 2-students, 2-business/community representatives

Involvement of the SAC in the development of the SIP

The SAC will review and provide input in the development of this school improvement plan.

Activities of the SAC for the upcoming school year

Throughout the 2012-2013 school year the SIP was reviewed at each EESAC meeting and Leadership Team members reported on SIP implementation of goal areas and strategies. Baseline and Winter Interim Data was reviewed and SIP goals and strategies were realigned as needed. At the end of the school year, feedback from staff members was reviewed and adjustments to goal areas and strategies were recommended for the 2013-2014 SIP.

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

During the 2013-2014 school year, the Aventura Waterways K-8 Center EESAC will meet regularly to review and monitor the implementation of the School Improvement Plan in order to ensure that all strategies are being implemented and discuss its effect on student achievement. SAC members will determine the use of EESAC funds to support student achievement and provide input as to the school budget to ensure compliance with District guidelines.

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

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Luis Bello A

Principal

Years as Administrator: 19

Years at Current School: 5

Credentials

Bachelor of Science- English, Florida International University;
 Master of Science – Educational Leadership,
 Florida International University;
 Certification- Secondary Language Arts,
 K-12, and Educational Leadership, State
 of Florida

Performance Record

2013- School Grade - A
 Rdg. Proficiency - 68%
 Math Proficiency - 69%
 Rdg. Lrg. Gains - 77%
 Math Lrg. Gains - 72%
 Rdg. Imp. of Lowest 25% - 77%
 Math Imp. of Lowest 25% - 66%
 Rdg. AMO
 Math AMO
 2012- School Grade - A
 Rdg. Proficiency - 72%
 Math Proficiency - 69%
 Rdg. Lrg. Gains - 73%
 Math Lrg. Gains - 67%
 Rdg. Imp. of Lowest 25% - 72%
 Math Imp. of Lowest 25% - 66%
 Rdg. AMO
 Math AMO
 11 '10 '09
 School Grade A A A
 High Standards Reading 80 83 76
 High Standards Math 78 79 80
 Learning Gains-Reading 69 75 71
 Learning Gains-Math 67 68 64
 Gains-Rdg-25% 64 65 61
 Gains-Math-25% 62 59 58

Ileana Robles		
Asst Principal	Years as Administrator: 4	Years at Current School: 0

Credentials
 Bachelor of Science-Elementary Education, Nova Southeastern University,
 Master of Science-Elementary Education, Nova Southeastern University
 Certification- Elementary Education, ESOL, Educational Leadership

Performance Record
 2013- School Grade - A
 Rdg. Proficiency - 66%
 Math Proficiency - 75%
 Rdg. Lrg. Gains - 71%
 Math Lrg. Gains - 66%
 Rdg. Imp. of Lowest 25% - 75%
 Math Imp. of Lowest 25% - 63%
 Rdg. AMO - 66%
 Math AMO - 65%
 2012- School Grade - A
 Rdg. Proficiency - 68%
 Math Proficiency - 71%
 Rdg. Lrg. Gains - 76%
 Math Lrg. Gains - 74%
 Rdg. Imp. of Lowest 25% - 73%
 Math Imp. of Lowest 25% - 75%
 Rdg. AMO - 68
 Math AMO - 71
 '11 '10 '09
 School Grade A A A
 High Standards Reading 79 74 74
 High Standards Math 79 81 79
 Learning Gains-Reading 72 69 54
 Learning Gains-Math 66 63 72
 Gains-Rdg-25% 75 65 73
 Gains-Math-25% 65 65 68

Alyssa Eskin-Rosenblatt

Asst Principal

Years as Administrator: 10

Years at Current School: 1

Credentials

Associate of Arts-Pre-Bachelor of Arts, Miami Dade College;
 Bachelor of Science-Special Education, Florida International University;
 Master of Science-Diagnostic Teaching, Florida International University;
 Ph.D.- Educational Leadership with A Specialization In Special Education, Union Institute and University;
 Certification-Specific Learning Disabilities, Educational Leadership,
 ESOL Endorsement

Performance Record

2013- School Grade - A
 Rdg. Proficiency - 68%
 Math Proficiency - 69%
 Rdg. Lrg. Gains - 77%
 Math Lrg. Gains - 72%
 Rdg. Imp. of Lowest 25% - 77%
 Math Imp. of Lowest 25% - 66%
 Rdg. AMO
 Math AMO
 2012- School Grade - B
 Rdg. Proficiency - 44%
 Math Proficiency - 48%
 Rdg. Lrg. Gains - 65%
 Math Lrg. Gains - 62%
 Rdg. Imp. of Lowest 25% - 76%
 Math Imp. of Lowest 25% - 58%
 Rdg. AMO
 Math AMO
 '11 '10 '09
 School Grade A C B
 High Standards Reading 61 x x
 High Standards Math 66 x x
 Learning Gains-Reading 60 x x
 Learning Gains-Math 74 x x
 Gains-Rdg-25% 66 x x
 Gains-Math-25% 79 x x

Sylvia Lane

Asst Principal

Years as Administrator: 1

Years at Current School: 2

Credentials

Bachelor of Science- Special Education; Florida International University
 Master of Science – Special Education; Florida International University;
 PhD-Doctor of Philosophy; Barry University
 Certification- Educational Leadership; ESOL Endorsement; Mentally Handicapped; Specific Learning Disabilities

Performance Record

2013- School Grade - A
 Rdg. Proficiency - 68%
 Math Proficiency - 69%
 Rdg. Lrg. Gains - 77%
 Math Lrg. Gains - 72%
 Rdg. Imp. of Lowest 25% - 77%
 Math Imp. of Lowest 25% - 66%
 Rdg. AMO
 Math AMO
 2012- School Grade - A
 Rdg. Proficiency - 72%
 Math Proficiency - 69%
 Rdg. Lrg. Gains - 73%
 Math Lrg. Gains - 67%
 Rdg. Imp. of Lowest 25% - 72%
 Math Imp. of Lowest 25% - 66%
 Rdg. AMO
 Math AMO

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

121

receiving effective rating or higher

119, 98%

Highly Qualified Teachers

61%

certified in-field

103, 85%

ESOL endorsed

75, 62%

reading endorsed

11, 9%

with advanced degrees

48, 40%

National Board Certified

7, 6%

first-year teachers

7, 6%

with 1-5 years of experience

21, 17%

with 6-14 years of experience

65, 54%

with 15 or more years of experience

28, 23%

Education Paraprofessionals

of paraprofessionals

6

Highly Qualified

6, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

At Aventura Waterways K-8 Center, we communicate with both district staff and local university advisors to recruit highly qualified teachers to our building. The unique offerings of the K-8, coupled with a positive climate makes AWK8 an inviting environment in which to work.

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

New teachers are paired with grade level/department chairpersons to develop curriculum strategies and provide classroom management support.

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

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FCAT 2.0
- End of Course Exams
- Student grades
- School site specific assessments

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

District funded resources will be utilized

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

- Administrator(s) who will ensure commitment and allocate resources;
- Teacher(s) who share the common goal of improving instruction for all students; and
- Team members who will work to build staff support, internal capacity, and sustainability over time.

Additional personnel as resources to the team who will provide additional support and information as needed, based on specific problems or concerns as warranted, such as:

- School reading, math, science, and behavior specialists
- Special education personnel
- School guidance counselor
- School psychologist
- School social worker
- Member of advisory group

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

1. The MTSS/RtI Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The MTSS/RtI Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The MTSS/RtI Leadership Team will provide levels of support and interventions to students based on data.

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

MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct

proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions that are 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.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

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

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
 - What will all students learn? (curriculum based on standards)
 - How will we determine if the students have learned? (common assessments)
 - How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
 - How will we respond when students have learned or already know? (enrichment opportunities)
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress

5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 7,500

After School Title III ELL Tutoring Program

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

School site data was collected and analyzed. CELLA scores are used to determine effectiveness of this program

Who is responsible for monitoring implementation of this strategy?

Assistant Principal and Tutors

Literacy Leadership Team (LLT)

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

Name	Title
Luis Bello	Principal
Alyssa Eskin-Rosenblatt	Assistant Principal
Ileana Robles	Assistant Principal
Sylvia Lane	Assistant Principal
Shari Rosenblatt	Kindergarten Teacher
Lori Kaplan	1st Grade Teacher
Aracely Jurado	2nd Grade Teacher
Tunisha Bridges	3rd Grade Teacher
Regina Miller	4th Grade Teacher
Jessica Ramirez	5th Grade Teacher
Pamela Walker	Middle School Mathematics Teacher

Name	Title
Jennifer Silva	Middle School Language Arts Teacher
Jeffrey Dean	Middle School Social Science Teacher
Melissa Macko	Middle School Science Teacher
David Reiss	Exceptional Student Education Teacher

How the school-based LLT functions

The Team will regularly meet on the first Tuesday of each month. The purpose of the Team is for individuals to share best practices and strengthen our Reading program school-wide.

Major initiatives of the LLT

- Poetry night
- Readers theater
- Writers academy
- Battle of the Books
- Administrator read-ins
- Daily process writing
- Common core alignment
- School newspaper (Journalism Club)
- Model United Nations

Every Teacher Contributes to Reading Instruction

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

All teachers will begin integrating common core literacy standards into daily instruction. Staff will be encouraged to participate in professional development on CCSS integration. Reading strategies and instruction are infused throughout the curriculum to promote high school readiness .

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

All incoming Kindergarten students are administered the Florida Kindergarten Readiness Screener (FLKRS) and the Florida Assessments for Instruction in Reading (FAIR) to determine their academic skill development and academic school readiness. The screening data will be utilized to develop instructional plans that meet students' needs.

Upon entering Kindergarten our students participate in a three week transition to school program supported by the district reading program.

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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

Students may participate in High School credit courses during their middle school years, thus fostering the opportunity to take college level courses upon entering high school. Additionally, our students may partake in Marketing courses to explore the possibility of a career in this field.
ready the student to successfully traverse their next level of educational challenge

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

Students take a career planning course in grade 8 as a tool to identify future career paths. Students may meet with counselors and administrators to discuss possible academic choices.

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	72%	70%	No	75%
American Indian				
Asian	63%	79%	Yes	67%
Black/African American	59%	63%	Yes	63%
Hispanic	74%	69%	No	77%
White	79%	75%	No	81%
English language learners	56%	49%	No	60%
Students with disabilities	47%	47%	Yes	52%
Economically disadvantaged	65%	64%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	343	28%	33%
Students scoring at or above Achievement Level 4	480	40%	42%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		17%
Students scoring at or above Level 7	13	72%	73%

Learning Gains

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

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)	224	55%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	130	32%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	137	33%	40%

Postsecondary Readiness

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

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	300	70%	73%
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	72%	71%	No	75%
American Indian				
Asian	78%	86%	Yes	81%
Black/African American	55%	57%	Yes	60%
Hispanic	75%	74%	No	78%
White	78%	75%	No	81%
English language learners	64%	62%	No	68%
Students with disabilities	45%	52%	Yes	51%
Economically disadvantaged	65%	65%	Yes	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	382	34%	40%
Students scoring at or above Achievement Level 4	375	33%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		13%
Students scoring at or above Level 7	12	71%	71%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		72%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		66%	69%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		52%	57%
Middle school performance on high school EOC and industry certifications		100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	23%	23%
Students scoring at or above Achievement Level 4	53	77%	77%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		10%
Students scoring at or above Achievement Level 4	19	90%	90%

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	53	27%	30%
Students scoring at or above Achievement Level 4	51	26%	27%

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	69	29%	32%
Students scoring at or above Achievement Level 4	65	30%	31%

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)	3		4
Participation in STEM-related experiences provided for students	54	1%	2%

Area 6: Career and Technical Education (CTE)

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

Area 7: Social Studies

U.S. History 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			

Civics 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 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	157	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	15	1%	1%
Students who are not proficient in reading by third grade	75	37%	33%
Students who receive two or more behavior referrals	274	15%	14%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	153	8%	7%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	157	8%	7%
Students who fail a mathematics course	40	7%	6%
Students who fail an English Language Arts course	12	2%	1%
Students who fail two or more courses in any subject	13	2%	1%
Students who receive two or more behavior referrals	274	15%	14%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	153	8%	7%

Area 9: Parent Involvement

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

Parental involvement targets for the school

During the 2013-2014 school year 1281 or more parents will attend from one to three school activities, compared to last years 1165, an increase of 1%.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent involvement by 1%.	1165	61%	62%

Goals Summary

- G1.** Student performance data indicates that 1% of students scored proficiently on the District Civics Baseline Assessment. Our goal is for students to show an increase of 1% on the District Interim assessment.
- G2.** The results of the 2013 Algebra EOC indicate that 100% of students in achieved Level 3 or above. Our goal for the 2013-2014 school year is to maintain this percentage.
- G3.** The results of the 2013 Geometry EOC indicate that 100% of students in achieved Level 3 or above. Our goal for the 2013-2014 school year is to maintain this percentage.
- G4.** Increase identification of students who would benefit from middle school acceleration opportunities.
- G5.** To increase opportunities for students to enroll in science and mathematics competition, from 4 opportunities to 5, an increase of 25%.
- G6.** Participating in meetings with secondary schools within the feeder pattern to discuss course offerings and CTE program development/articulation and increase the number of collaborative meeting from 1 to 2, an increase of 100%.
- G7.** On the 2013 FCAT Science Test 27% of 5th grade students achieved Level 3 and 26% achieved Level 4 and above. Our goal for the 2014 FCAT is for 30% to score a Level 3 and 27% of students to score Level 4 and above, an increase of 3% and 1% respectively.
- G8.** On the 2013 FCAT Science Test 29% of 8th grade students achieved Level 3 and 30% achieved Level 4 and above. Our goal for the 2014 FCAT is for 30% to score a Level 3 and 32% of students to score Level 4 and above, an increase of 1% and 2%.
- G9.** During the 2013-2014 school year, 1280 or more parents will attend from one to three school activities, compared to last year's 1164, an increase of 10%.
- G10.** Increase identification of and provide assistance to at-risk students through analysis of the early warning systems including student who miss 10% or more of instructional time retained students, student who are not proficient in reading by grade 3.
- G11.** Increase identification of and the assistance provided to at-risk students through the analysis of early warning systems for middle school students at risk of failure due to failing courses.
- G12.** The results of the 2013 FCAT 2.0 Mathematics Test indicate that 34% of students in achieved Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 3 by 6 percentage point to 40% of students.

- G13.** The results of the 2013 FCAT 2.0 Reading Test indicate 70% of students scored at 3 or above. Our goal for the 2014 is for 75% of students to score a Level 3 or above, an increase of 5%.
- G14.** On the 2013 FCAT 2.0 Writing Test 70% of 4th and 8th grade students scored at Level 3.5 or above. Our goal for 2014 FCAT 2.0 Writing Test is for 73% of student to score a Level 3.5 or above, an increase of 3 percentage points.

Goals Detail

G1. Student performance data indicates that 1% of students scored proficiently on the District Civics Baseline Assessment. Our goal is for students to show an increase of 1% on the District Interim assessment.

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

- Civics Text

Targeted Barriers to Achieving the Goal

- Students have limited exposure to Civics as many of our students are not native born and therefore lack knowledge of public policy issues in the US

Plan to Monitor Progress Toward the Goal

Following the FCIM, data reports will be used to monitor for progress toward meeting the goal.

Person or Persons Responsible

MTSS/RTI, LLT, Administration, teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Data reports, LLT logs

G2. The results of the 2013 Algebra EOC indicate that 100% of students in achieved Level 3 or above. Our goal for the 2013-2014 school year is to maintain this percentage.

Targets Supported

- Math ()
- Algebra 1 EOC

Resources Available to Support the Goal

- Prentice Hall Algebra 1 Honors

Targeted Barriers to Achieving the Goal

- Student performance data from the 2013 EOC Test indicates that the number of students scoring a Level 3 decreased by 18 percentage points to 23%. The area of deficiency as noted on the 2013 administration of the Algebra EOC was Reporting Category RATIONALS, RADICALS, QUADRATICS & DISCRETE MATHEMATICS
- Student performance data from the 2013 EOC Test indicates that the number of students scoring a Level 4 and above increased by 26 percentage points to 77%. The area of deficiency as noted on the 2013 administration of the Algebra EOC was Reporting Category POLYNOMIALS

Plan to Monitor Progress Toward the Goal

Following the FCIM, data will be analyzed and monitored for progress toward meeting the goal. Instruction will be adjusted as necessary

Person or Persons Responsible

LLT, MTSS/RTI, administrators

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments 2014 Algebra EOC

G3. The results of the 2013 Geometry EOC indicate that 100% of students in achieved Level 3 or above. Our goal for the 2013-2014 school year is to maintain this percentage.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Curriculum Press Discovering Geometry
- Geometer's SketchPad

Targeted Barriers to Achieving the Goal

- Student performance data from the 2013 Geometry EOC test indicates that the number of students who scored a Level 3 decreased from 30% to 10%, a decrease of 20 percentage points. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Reporting Category TWO DIMENSIONAL GEOMETRY
- Student performance data from the 2013 Geometry EOC test indicates that number of students scoring Level 4 and above increased from 70% to 90% an increase of 20 percentage points. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Reporting Category TRIGONOMETRY & DISCRETE MATHEMATICS

Plan to Monitor Progress Toward the Goal

Following the FCIM, data will be analyzed and monitored for progress toward meeting the goal. Instruction will be adjusted as necessary.

Person or Persons Responsible

Administration, LLT, MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments Geometry EOC

G4. Increase identification of students who would benefit from middle school acceleration opportunities.

Targets Supported

Resources Available to Support the Goal

- Algebra Readiness Exam

Targeted Barriers to Achieving the Goal

- Students lack the opportunities for preparation to participate in accelerated math courses.
- Students lack the opportunities for preparation to perform proficiently in accelerated math course

Plan to Monitor Progress Toward the Goal

Following the FCIM, data will be analyzed and monitored for progress toward meeting the goal. Instruction will be adjusted as necessary.

Person or Persons Responsible

LLT, MTSS/RTI, Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Mini assessments, Interim assessments, course work, student work product, walk-throughs End of Course Exams

G5. To increase opportunities for students to enroll in science and mathematics competition, from 4 opportunities to 5, an increase of 25%.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Science Fair manuals
- science and math manipulatives
- Chi Alpha Mu Charter
- SECME guidelines

Targeted Barriers to Achieving the Goal

- Students are limited on the competitive level of science activities that enhance depth of knowledge and increase awareness of science content.

Plan to Monitor Progress Toward the Goal

Gizmos activities will be reviewed periodically and data/activity chats will be held to ensure that students are making progress and that adjustments are being made as necessary. In addition, student work samples and lab reports will be reviewed.

Person or Persons Responsible

Department Chairperson, Administration, LLT, School-site SECME Coordinator

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: School developed rubric. Summative: 2014 Science FCAT 2.0

G6. Participating in meetings with secondary schools within the feeder pattern to discuss course offerings and CTE program development/articulation and increase the number of collaborative meeting from 1 to 2, an increase of 100%.

Targets Supported

- CTE

Resources Available to Support the Goal

- High school support
- Administration

Targeted Barriers to Achieving the Goal

- Meeting on a consistent basis with appropriate representatives from each school within the feeder pattern will be a challenge.

Plan to Monitor Progress Toward the Goal

Articulation agreement with high school and collaboration between the two parties.

Person or Persons Responsible

Administration, Department Chairperson, Guidance Counselor

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Report for articulation meetings between feeder middle and high schools.

G7. On the 2013 FCAT Science Test 27% of 5th grade students achieved Level 3 and 26% achieved Level 4 and above. Our goal for the 2014 FCAT is for 30% to score a Level 3 and 27% of students to score Level 4 and above, an increase of 3% and 1% respectively.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Discovery Education, Gizmos
- Gizmos
- Science series manipulatives
- Essential labs

Targeted Barriers to Achieving the Goal

- Performance data for the 2013 administration of the FCAT Science Test indicates that the percentage of students who scored at FCAT Level 3 decreased from 40% to 27%. The area of deficiency according to last year's fifth grade data has been Physical Science. The curriculum will focus on higher order thinking skills and hands-on discovery in order to increase levels of proficiency.
- Performance data for the 2013 administration of the FCAT Science Test indicates that the percentage of students who scored at FCAT Level 4 and above increased 5% 21% to 26%. The area of deficiency according to last year's fifth grade data has been Physical Science. The curriculum will focus on higher order thinking skills and hands-on discovery in order to increase levels of proficiency.

Plan to Monitor Progress Toward the Goal

Following the FCIM, the Leadership Team will review the results of the school-site assessment data quarterly to monitor student progress. Adjustments will be made when indicated. In addition, student work samples will be reviewed.

Person or Persons Responsible

Teachers, Leadership Team/Department Chairperson, Assistant Principal MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: School-site weekly assessments and quarterly Interim, classroom walkthroughs, student work product Assessments Summative: 2014 Science FCAT 2.0

G8. On the 2013 FCAT Science Test 29% of 8th grade students achieved Level 3 and 30% achieved Level 4 and above. Our goal for the 2014 FCAT is for 30% to score a Level 3 and 32% of students to score Level 4 and above, an increase of 1% and 2%.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Discovery Education
- Gizmos
- Science Series Manipulatives
- Essential Labs
- Hands-on labs

Targeted Barriers to Achieving the Goal

- Performance data for the 2013 administration of the FCAT Science Test indicates that the percentage of students who scored at FCAT Level 3 decreased from 40% to 29%. The area of deficiency according to last year's eighth grade data has been Nature of Science. The curriculum will focus on higher order thinking skills and hands-on discovery in order to increase levels of proficiency.
- Performance data for the 2013 administration of the FCAT Science Test indicates that the percentage of students who scored at FCAT Level 4 and above increased from 21% to 29%. The area of deficiency according to last year's eighth grade data has been Nature of Science. The curriculum will focus on higher order thinking skills and hands-on discovery in order to increase levels of proficiency.

Plan to Monitor Progress Toward the Goal

Leadership Team and MTSS/RTI will review the results of the school-site assessment data quarterly to monitor student progress and make adjustments as necessary. In addition, student work samples will be reviewed.

Person or Persons Responsible

Leadership Team/Department Chairperson, Assistant Principal MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: School-site Weekly assessments and quarterly Interim Assessments Summative: 2014 Science FCAT 2.0

G9. During the 2013-2014 school year, 1280 or more parents will attend from one to three school activities, compared to last year's 1164, an increase of 10%.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Sign in-logs, Connect-Ed, PTSA , Resource Fair

Targeted Barriers to Achieving the Goal

- Parents are unfamiliar with the writing, science, and accelerated mathematics curriculum as related to the 2014 FCAT 2.0 and EOC.

Plan to Monitor Progress Toward the Goal

Review of meeting minutes, calendar of events, and exit surveys

Person or Persons Responsible

teachers, LLT, Administration, MSS/RTI, PTSA Parent Liaison

Target Dates or Schedule:

annually

Evidence of Completion:

sign in sheets

G10. Increase identification of and provide assistance to at-risk students through analysis of the early warning systems including student who miss 10% or more of instructional time retained students, student who are not proficient in reading by grade 3.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Connect-Ed, Open House, Family Event Planning

Targeted Barriers to Achieving the Goal

- The percentage of all students who missed 10% or more of available instructional time during the 2012-2013 school year was 8%. The goal for the 2013-2014 school year is to decrease the amount to 7%. Illnesses and family traveling continue to be problematic. Family traveling can be attributed to our large population of students who are from out of the country and parents who do not fully understand or value the schools absence policy.
- The percentage of all students total number of students with 1 or more behavior referrals/one or more that led to suspension for the 2012-2013 school year was 15%. The percentage of students who received two or more behavior referrals was 8%. The goal for the 2013-2014 school year is to decrease these amounts to 14% and 7%. There are not enough opportunities to recognize students for positive behavior.
- The percentage of all students retained for the 2013-2014 school year was 1% the goal for the 2013-2014 school year is to maintain the amount to 1%. Students who are in danger of being retained are in need of remediation of basic academic skills and the skills needed to master grade level objectives. Additional teaching and learning opportunities are needed to assist these students in mastery of curriculum resulting in promotion to the next grade.
- Student are in performance data from the 2013 FCAT indicates that 37% of grade 3 students are not proficient in reading. The goal for the 2013-2014 school year is to decrease the amount to 33%. These students are in need of intense intervention to address reading deficiencies.

Plan to Monitor Progress Toward the Goal

Daily monitoring of attendance logs, tardy and early dismissal bulletins, weekly and monthly reports to monitor attendance

Person or Persons Responsible

Administrator

Target Dates or Schedule:

Ongoing

Evidence of Completion:

COGNOS, daily attendance bulletins

G11. Increase identification of and the assistance provided to at-risk students through the analysis of early warning systems for middle school students at risk of failure due to failing courses.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- District Code of Conduct
- Connect-Ed messages
- FCAT/EOC workshops
- parent conferences

Targeted Barriers to Achieving the Goal

- Parents are unaware of attendance policy regarding unexcused absences and excessive absences
- The total number of middle school students who failed a math course was 7%, an English Language Arts course was 2% and two or more courses in any subject was 2%. The goal for the 2013-14 school year is to reduce all areas by 1% to 6%, 1%, and 1% respectively. Virtual school is currently the only course recovery option for students not participating in summer school.

Plan to Monitor Progress Toward the Goal

Biweekly monitoring of attendance data.

Person or Persons Responsible

leadership team, counselors

Target Dates or Schedule:

bi-weekly

Evidence of Completion:

Daily attendance bulletin, COGNOS

G12. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 34% of students in achieved Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 3 by 6 percentage point to 40% of students.

Targets Supported

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

Resources Available to Support the Goal

- Go Math
- Successmaker
- FCAT Explorer
- Tenmarks
- Florida Focus
- Holt McDougal Mathematics
- Florida Achieves!

Targeted Barriers to Achieving the Goal

- Student performance data from the 2013 FCAT 2.0 Mathematics Test indicates that the overall mathematics proficiency increased 2 percentage points from 69% to 71%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Reporting Category GEOMETRY AND MEASUREMENT
- Student performance data from the 2013 FCAT 2.0 Mathematics Test indicates that the percentage of students scoring at Level 3 increased by 5 percentage points 29% to 34%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Reporting Category FRACTIONS, RATIOS/PROPORTIONAL RELATIONSHIPS & STATISTICS
- Student performance data from the 2013 FCAT 2.0 Mathematics Test indicates that White and ELL subgroups did not make AMO for 2013. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Reporting Category GEOMETRY AND MEASUREMENT
- Student performance data from the 2013 FCAT 2.0 Mathematics Test indicates that the percentage of students scoring at Level 4 and above decreased by 5 percentage points from 38% to 33%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Reporting Category EXPRESSIONS, EQUATIONS AND STATISTICS
- Student performance data from the 2013 FCAT 2.0 Mathematics Test indicates learning gains in the area of mathematics that the proficiency increased by 1 percentage points from 70% to 71%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Reporting Category GEOMETRY AND MESUREMENT
- Student performance data from the 2013 FCAT 2.0 Mathematics Test indicates that the learning gains for the lowest 25% remained constant at 66%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Reporting Category OPERATIONS, PROBLEMS AND STATISTICS
- Student performance data from the 2013 Florida Alternate Assessment (FAA) indicates that the percentage of students scoring at Level 7 or higher increased by 1% to 73%. The area of deficiency in students scoring at Level 7 or higher was the ability to solve problems involving

geometric concepts. Students are in need of practice in recognizing two and three dimensional shapes and their properties.

- Student performance data from the 2013 Florida Alternate Assessment (FAA) indicates that the percentage of students scoring at Level 4-6 remained constant at 17%. The area of deficiency in students scoring at Level 4-6 was the ability to solve problems involving geometric concepts. Students are in need of practice in recognizing two and three dimensional shapes and their properties.

Plan to Monitor Progress Toward the Goal

Following the FCIM, data will reviewed and adjustments will be made as necessary to monitor for progress toward meeting the goal.

Person or Persons Responsible

Administration, LLT, MTSS/RTI

Target Dates or Schedule:

Monthly

Evidence of Completion:

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments FCAT 2.0 Mathematics Test

G13. The results of the 2013 FCAT 2.0 Reading Test indicate 70% of students scored at 3 or above. Our goal for the 2014 is for 75% of students to score a Level 3 or above, an increase of 5%.

Targets Supported

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

Resources Available to Support the Goal

- Voyager Journeys
- Wonderworks
- Achieve 3000
- Waterford
- Successmaker
- Reading Plus
- Accelerated Reader
- Parent Workshops
- Professional Development for Staff
- Literacy Leadership Team Meetings
- Department/Grade Level Meeting

Targeted Barriers to Achieving the Goal

- Student performance data from the 2013 FCAT 2.0 Reading Test indicates that the overall reading proficiency remained constant at 70%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading Test was Reporting Category Number 2: Reading Application. Students require additional support to identify the main idea and use inferential thinking within the text.
- Student performance data from the 2013 FCAT 2.0 Reading Test indicates that the learning gains in the area of reading increased by 3% to 76%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading Test was Reporting Category Number 2: Reading Application.
- Student performance data from the 2013 FCAT 2.0 Reading Test indicates that the learning gains for the lowest 25% increased by 3% to 75%. The area of deficiency was in Reporting Category Number 1: Vocabulary. Students require additional support to properly evaluate context clues and to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- As noted on the 2013 CELLA results, the percentage of ELL students who are proficient in the area of Speaking/Listening increased or decreased by 5% to 55%. Students lack knowledge in both active and passive vocabulary.
- Student performance data from the 2013 FCAT 2.0 Reading Test indicates that the percentage of students scoring at Level 3 remained constant at 28%. The area of deficiency was Reporting Category Number 2: Reading Application. Students require additional support to identify the main idea and use inferential thinking within the text.
- Student performance data from the 2013 FCAT 2.0 Reading Test indicates that the percentage of students scoring at Level 4 and above increased by 1% to 40%. The area of deficiency was Reporting Category Number 2: Reading Application. Students require additional support to identify the main idea and use inferential thinking within the text.

- As noted on the 2013 CELLA results, the percentage of ELL students who are proficient in the area of Reading decreased by 4% to 32%. Students lack the ability to determine the meanings of unfamiliar words.
- As noted on the 2013 CELLA results, the percentage of ELL students who are proficient in the area of Writing increased by 1% to 33%. Students lack the ability to organize information in a logical sequence.
- Student performance data from the 2013 FCAT 2.0 Reading Test indicates that White, Hispanic, ELL, and Economically Disadvantaged subgroups did not make AMO for 2013. The area of deficiency as noted on the 2013 FCAT 2.0 Reading Test was Reporting Category Number 2: Reading Application. Students require additional support to identify the main idea and use inferential thinking within the text.
- Student performance data from the 2013 Florida Alternate Assessment indicates that the percentage of students scoring at Level 7 or higher increased by 13% to 73%. The area of deficiency in students scoring at Level 7 or higher was to use explicit information from read aloud from fiction and non-fiction texts to answer questions related to main idea and supporting details.
- Student performance data from the 2013 Florida Alternate Assessment indicates that the percentage of students scoring at Level 4-6 or higher increased by 4% to 17%. The area of deficiency in students scoring at Level 4-6 identify characters, setting, actions, and events in read aloud fiction.

Plan to Monitor Progress Toward the Goal

Following the FCIM, assessment data reports will be reviewed and instruction will be adjusted as needed. The administration and LLT will review data with the teachers to determine how progress toward the goal will be monitored.

Person or Persons Responsible

Principal, Assistant Principals, Literacy Leadership Team, MSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Mini-assessments, Interim Assessments Summative: 2014 FCAT 2.0 Reading Assessments

G14. On the 2013 FCAT 2.0 Writing Test 70% of 4th and 8th grade students scored at Level 3.5 or above. Our goal for 2014 FCAT 2.0 Writing Test is for 73% of student to score a Level 3.5 or above, an increase of 3 percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- Exemplar papers
- individual conferencing with students
- McGraw Hill Reading/Writing Workshop Series
- writing notebooks for each students focusing on daily process writing
- small differentiated instruction provided by reading/language arts teachers

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the fourth grade FCAT 2.0 Writing Test was focus and elaboration. Students need to enhance their writing by adding personal experiences that are relevant to the writing prompt.
- The area of deficiency as noted on the 2013 administration of the eighth grade FCAT 2.0 Writing Test was focus and elaboration. Students need to enhance their writing by adding personal experiences that are relevant to the writing prompt.

Plan to Monitor Progress Toward the Goal

Monthly assessment reports will analyzed and monitored for academic progress and adjusted as needed.

Person or Persons Responsible

Principal, Assistant Principal, LLT, MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Students' scores on monthly writing prompts. Summative: 2013 FCAT 2.0 Writing Assessment.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Student performance data indicates that 1% of students scored proficiently on the District Civics Baseline Assessment. Our goal is for students to show an increase of 1% on the District Interim assessment.

G1.B1 Students have limited exposure to Civics as many of our students are not native born and therefore lack knowledge of public policy issues in the US

G1.B1.S1 Provide opportunities for students to examine opposing points of view on a public policy issue

Action Step 1

Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery.

Person or Persons Responsible

Teachers, Administrators, LLT, MSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Data reports from Civics baseline, winter, and spring interim assessments

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

Following the FCIM, data reports will be evaluated and adjustments to the curriculum and instructional delivery will be adjusted as necessary.

Person or Persons Responsible

Teachers, Administrators, LLT, MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Reports

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM, data reports will be evaluated and adjustments to the curriculum and instructional delivery will be adjusted as necessary.

Person or Persons Responsible

Teachers, LLT, Administration, MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Data reports

G2. The results of the 2013 Algebra EOC indicate that 100% of students in achieved Level 3 or above. Our goal for the 2013-2014 school year is to maintain this percentage.

G2.B1 Student performance data from the 2013 EOC Test indicates that the number of students scoring a Level 3 decreased by 18 percentage points to 23%. The area of deficiency as noted on the 2013 administration of the Algebra EOC was Reporting Category RATIONALS, RADICALS, QUADRATICS & DISCRETE MATHEMATICS

G2.B1.S1 Provide Algebra students with opportunities for students to add, subtract, multiply, and divide radical expressions and simplify the results.

Action Step 1

Algebra students will participate in differentiated instruction with opportunities for students to add, subtract, multiply, and divide radical expressions and simplify the results.

Person or Persons Responsible

Teachers, LLT, MTSS/RTI, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments 2014 Algebra EOC

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

Following the FCIM, data will be analyzed and monitored for fidelity of implementation. Instruction will be adjusted as necessary.

Person or Persons Responsible

LLT, MTSS/RTI, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments 2014 Algebra EOC

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM, data will be analyzed and monitored for effectiveness. Instruction will be adjusted as necessary.

Person or Persons Responsible

LLT, MTSS/RTI,

Target Dates or Schedule

Quarterly

Evidence of Completion

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments 2014 Algebra EOC

G2.B1.S2 Provide intense instruction through after school tutoring in the area of algebra problem solving skills for identified Algebra students that showed a decrease in proficiency level from the Fall Math Interim Assessment to the Winter Math Interim Assessment.

Action Step 1

Algebra students will participate in differentiated instruction with opportunities for students to add, subtract, multiply, and divide radical expressions and simplify the results.

Person or Persons Responsible

Teachers, LLT, MTSS/RTI, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments 2014 Algebra EOC

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

Following the FCIM, data will analyzed and monitored for fidelity of implementation. Instruction will be adjusted as necessary.,

Person or Persons Responsible

LLT, MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Administration Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments 2014 Algebra EOC

Plan to Monitor Effectiveness of G2.B1.S2

Following the FCIM, data will be analyzed and monitored for effectiveness. Instruction will be adjusted as necessary.

Person or Persons Responsible

LLT, MTSS/RTI, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments 2014 Algebra EOC

G2.B2 Student performance data from the 2013 EOC Test indicates that the number of students scoring a Level 4 and above increased by 26 percentage points to 77%. The area of deficiency as noted on the 2013 administration of the Algebra EOC was Reporting Category POLYNOMIALS

G2.B2.S1 Provide Algebra students, who scored Level 3 on the Algebra End of Course exam with opportunities to add, subtract, multiply, and divide polynomials and simplify the results.

Action Step 1

Algebra students will be provided with differentiated instruction and opportunities to add, subtract, multiply, and divide polynomials and simplify the results.

Person or Persons Responsible

teachers, MTSS/RTI, LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments Algebra EOC

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

Following the FCIM, data will be analyzed and monitored for fidelity of implementation. Instruction will be adjusted as necessary.

Person or Persons Responsible

LLT, MTSS/RTI, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments Algebra EOC

Plan to Monitor Effectiveness of G2.B2.S1

Following the FCIM, data will be analyzed and monitored for effectiveness. Instruction will be adjusted as necessary.

Person or Persons Responsible

LLT, MTSS/RTI, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments Algebra EOC

G3. The results of the 2013 Geometry EOC indicate that 100% of students in achieved Level 3 or above. Our goal for the 2013-2014 school year is to maintain this percentage.

G3.B1 Student performance data from the 2013 Geometry EOC test indicates that the number of students who scored a Level 3 decreased from 30% to 10%, a decrease of 20 percentage points. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Reporting Category TWO DIMENSIONAL GEOMETRY

G3.B1.S1 Provide Geometry students with opportunities to use formal proofs to prove theorems involving rectangles, squares, parallelograms, and rhombi.

Action Step 1

Provide differentiated instruction to Geometry students with regard to using formal proofs to prove theorems involving rectangles, squares, parallelograms, and rhombi.

Person or Persons Responsible

Teachers, LLT, MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments Geometry EOC

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

Following the FCIM, the data will be analyzed and monitored for fidelity of implementation. Instruction will be adjusted as necessary

Person or Persons Responsible

Teachers, LLT, MTSS/RTI, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments Geometry EOC

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM, data will be analyzed and monitored for effectiveness. Instruction will be adjusted as necessary.

Person or Persons Responsible

Administration, MTSS/RTI, LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments Geometry EOC

G3.B2 Student performance data from the 2013 Geometry EOC test indicates that number of students scoring Level 4 and above increased from 70% to 90% an increase of 20 percentage points. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Reporting Category TRIGONOMETRY & DISCRETE MATHEMATICS

G3.B2.S1 Provide Geometry students with opportunities to apply transformations to polygons to determine congruence, similarity, and symmetry in mathematical and real-world contexts.

Action Step 1

Provide Geometry students with differentiated instruction and the opportunity to apply transformation to polygons to determine congruence, similarity, and symmetry in real-world contexts.

Person or Persons Responsible

teachers, LLT, MTSS/RT

Target Dates or Schedule

Quarterly

Evidence of Completion

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments FCAT 2.0 Mathematics Test

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

Following the FCIM, data will be monitored for fidelity of implementation. Instruction will be adjusted as necessary.

Person or Persons Responsible

Administration, LLT, MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments FCAT 2.0 Mathematics Test

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM, data will be monitored for effectiveness. Instruction will be adjusted as necessary.

Person or Persons Responsible

Administration, LLT, MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments FCAT 2.0 Mathematics Test

G3.B2.S2 Provide intense instruction through before school tutoring in the area of geometric problem solving skills for identified students in Geometry that showed a decrease in proficiency level from the Fall Math Interim Assessment to the Winter Math Interim Assessment.

Action Step 1

Provide Geometry students with differentiated instruction and the opportunity to apply transformation to polygons to determine congruence, similarity, and symmetry in real-world contexts.

Person or Persons Responsible

teachers, LLT, MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments FCAT 2.0 Mathematics Test

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

Following the FCIM, data will be monitored for fidelity of implementation. Instruction will be adjusted as necessary.

Person or Persons Responsible

Administration, LLT, MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments FCAT 2.0
Mathematics Test

Plan to Monitor Effectiveness of G3.B2.S2

Following the FCIM, data will be monitored for effectiveness. Instruction will be adjusted as necessary.

Person or Persons Responsible

Administration, LLT, MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments FCAT 2.0
Mathematics Test

G4. Increase identification of students who would benefit from middle school acceleration opportunities.

G4.B1 Students lack the opportunities for preparation to participate in accelerated math courses.

G4.B1.S1 Increase opportunities for acceleration for students entering middle school in preparation for participation in accelerated courses.

Action Step 1

Students entering middle school will participate in opportunities in preparation for participation in accelerated courses.

Person or Persons Responsible

Teachers, MTSS/RTI, LLT, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Mini assessments, Interim assessments, course work, student work product, walk-throughs End of Course Exams

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

Following the FCIM, data will be reviewed and monitored for fidelity of implementation. Instruction will be adjusted as necessary.

Person or Persons Responsible

Administration, LLT, MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Mini assessments, Interim assessments, course work, student work product, walk-throughs End of Course Exams

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM, data will be reviewed and monitored for effectiveness. Instruction will be adjusted as necessary.

Person or Persons Responsible

LLT, MTSS/RTI, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Mini assessments, Interim assessments, course work, student work product, walk-throughs End of Course Exams

G4.B2 Students lack the opportunities for preparation to perform proficiently in accelerated math course

G4.B2.S1 Increase opportunities for middle school students who participate in accelerated courses to prepare for proficient performance and content mastery.

Action Step 1

Middle school students who partake in accelerated courses will have increased opportunities to master coursework and perform proficiently on EOC exams.

Person or Persons Responsible

Teachers, LLT, MTSS/RTI, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Mini-assessments, Interim assessments, student work load, walk-through End of Course Exams

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

Following the FCIM, data will be analyzed and monitored for fidelity of implementation. Instruction will be adjusted as necessary.

Person or Persons Responsible

MTSS/RTI, LLT, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Mini-assessments, Interim assessments, student work load, walk-through End of Course Exams

Plan to Monitor Effectiveness of G4.B2.S1

Following the FCIM, data will be analyzed and monitored for effectiveness. Instruction will be adjusted as necessary.

Person or Persons Responsible

Administrators, LLT, MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Mini-assessments, Interim assessments, student work load, walk-through End of Course Exams

G5. To increase opportunities for students to enroll in science and mathematics competition, from 4 opportunities to 5, an increase of 25%.

G5.B1 Students are limited on the competitive level of science activities that enhance depth of knowledge and increase awareness of science content.

G5.B1.S1 Encourage students to participate in regional and state science fair activities, SECME, Math Counts, and other types of mathematics and science competitions.

Action Step 1

Gizmos activities will be reviewed periodically and data/activity chats will be held to ensure that students are making progress and that adjustments are being made as necessary. In addition, student work samples and lab reports will be reviewed.

Person or Persons Responsible

Teacher, Department Chairperson, School-site SECME Coordinator, Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: School developed rubric. Summative: 2014 Science FCAT 2.0

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

Gizmos activities will be reviewed periodically and adjustments made as necessary. In addition, student work samples and lab reports will be reviewed.

Person or Persons Responsible

Department Chairpersons, Administration, School-site SECME Coordinator

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: School developed rubric Summative: 2014 Science FCAT 2.0

Plan to Monitor Effectiveness of G5.B1.S1

Gizmos activities will be reviewed periodically and adjustments made as necessary. In addition, student work samples and lab reports will be reviewed.

Person or Persons Responsible

Department Chairpersons, Administration, School-site SECME Coordinator

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: School developed rubric. Summative: 2014 Science FCAT 2.0

G6. Participating in meetings with secondary schools within the feeder pattern to discuss course offerings and CTE program development/articulation and increase the number of collaborative meeting from 1 to 2, an increase of 100%.

G6.B1 Meeting on a consistent basis with appropriate representatives from each school within the feeder pattern will be a challenge.

G6.B1.S1 Encourage articulation of middle and high school feeder pattern programs through school visits, recruitment activities or combined projects to increase CTE enrollment.

Action Step 1

Review meeting minutes and share pertinent information with appropriate department chairpersons for necessary implementation.

Person or Persons Responsible

Teacher, Middle Grades Guidance Counselor, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Report for articulation meetings between feeder middle and high schools.

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

Review meeting minutes and share pertinent information with appropriate department chairpersons for necessary implementation to ensure enrollment remains high.

Person or Persons Responsible

Department Chairperson, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Report for articulation meetings between feeder middle and high schools.

Plan to Monitor Effectiveness of G6.B1.S1

Articulation agreement with high school and collaboration between the two parties.

Person or Persons Responsible

Department Chairperson, Administration, LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Report for articulation meetings between feeder middle and high schools.

G7. On the 2013 FCAT Science Test 27% of 5th grade students achieved Level 3 and 26% achieved Level 4 and above. Our goal for the 2014 FCAT is for 30% to score a Level 3 and 27% of students to score Level 4 and above, an increase of 3% and 1% respectively.

G7.B1 Performance data for the 2013 administration of the FCAT Science Test indicates that the percentage of students who scored at FCAT Level 3 decreased from 40% to 27%. The area of deficiency according to last year's fifth grade data has been Physical Science. The curriculum will focus on higher order thinking skills and hands-on discovery in order to increase levels of proficiency.

G7.B1.S1 Incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, PBS, etc.), hands-on lab experiences

Action Step 1

Teacher and Leadership Team will review the results of the school-site assessment data quarterly to monitor student progress. In addition, student work samples will be reviewed.

Person or Persons Responsible

Teacher, Leadership Team/Department Chairperson, Assistant Principal MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: School-site Weekly assessments and quarterly Interim Assessments Summative: 2014 Science FCAT 2.0

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

Following the FCIM, the Leadership Team will review the results of the school-site assessment data quarterly to monitor for fidelity of implementation and make adjustment when necessary. In addition, student work samples will be reviewed.

Person or Persons Responsible

Leadership Team/Department Chairperson, Assistant Principal MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: School-site Weekly assessments and quarterly Interim Assessments Classroom walk-throughs, student work product Summative: 2014 Science FCAT 2.0

Plan to Monitor Effectiveness of G7.B1.S1

Following the FCIM, the Leadership Team will review the results of the school-site assessment data quarterly to monitor student progress. Adjustments will be made when indicated. In addition, student work samples will be reviewed.

Person or Persons Responsible

Leadership Team/Department Chairperson, Assistant Principal MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: School-site Weekly assessments and quarterly Interim Assessments Classroom walk-throughs, student work product Summative: 2014 Science FCAT 2.0

G7.B2 Performance data for the 2013 administration of the FCAT Science Test indicates that the percentage of students who scored at FCAT Level 4 and above increased 5% 21% to 26%. The area of deficiency according to last year's fifth grade data has been Physical Science. The curriculum will focus on higher order thinking skills and hands-on discovery in order to increase levels of proficiency.

G7.B2.S1 Incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, PBS, etc.), hands-on lab experiences

Action Step 1

Students will participate in small learning groups focusing on identifying basic forms of energy, tracing the conversion of electric energy into other forms of energy and distinguishing the relationships among, mass, force and motion through hands-on experiences.

Person or Persons Responsible

Teachers will implement the identified strategy.

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom walk-thoughts, student work product, teacher-made tests, Interim Assessments, Gizmo reports Summative: 2014 FCAT Science Test

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

Following FCIM, weekly assessment data reports will be reviewed and instruction will be adjusted as necessary.

Person or Persons Responsible

The MTSS/RTI Team and administrators will monitor the implementation of the identified strategy.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Classroom walk-thoughts, student work product, teacher-made tests, Interim Assessments, Gizmo reports Summative: 2014 FCAT Science Test

Plan to Monitor Effectiveness of G7.B2.S1

Following FCIM, weekly assessment data reports will be reviewed and instruction will be adjusted as necessary.

Person or Persons Responsible

The MTSS/RTI team and administrators will monitor the effectiveness of the identified strategy.

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom walk-thoughts, student work product, teacher-made tests, Interim Assessments, Gizmo reports Summative: 2014 FCAT Science Test

G8. On the 2013 FCAT Science Test 29% of 8th grade students achieved Level 3 and 30% achieved Level 4 and above. Our goal for the 2014 FCAT is for 30% to score a Level 3 and 32% of students to score Level 4 and above, an increase of 1% and 2%.

G8.B1 Performance data for the 2013 administration of the FCAT Science Test indicates that the percentage of students who scored at FCAT Level 3 decreased from 40% to 29%. The area of deficiency according to last year's eighth grade data has been Nature of Science. The curriculum will focus on higher order thinking skills and hands-on discovery in order to increase levels of proficiency.

G8.B1.S1 Ensure that students write lab conclusions with claim-evidence-reasoning included for all investigations, as delineated by Common Core Standards.

Action Step 1

Teachers and the Leadership Team will review the results of the school-site assessment data quarterly to ensure implementation of identified strategies. In addition, student work samples will be reviewed.

Person or Persons Responsible

Leadership Team/Department Chairperson, Assistant Principal MTSS/RTI
Quarterly Formative: School-site Weekly assessments and quarterly Interim Assessments
Summative: 2014 Science FCAT 2.0

Target Dates or Schedule

Quarterly Formative: School-site Weekly assessments and quarterly Interim Assessments
Summative: 2014 Science FCAT 2.0

Evidence of Completion

Formative: School-site Weekly assessments and quarterly Interim Assessments
Summative: 2014 Science FCAT 2.0

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

Leadership Team and the MTSS/RTI will review the results of the school-site assessment data quarterly to monitor for fidelity of implementation. In addition, student work samples will be reviewed. .

Person or Persons Responsible

Leadership Team/Department Chairperson, Assistant Principal MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: School-site Weekly assessments and quarterly Interim Assessments
Summative: 2014 Science FCAT 2.0

Plan to Monitor Effectiveness of G8.B1.S1

Leadership Team and MTSS/RTI will review the results of the school-site assessment data quarterly to monitor for effectiveness. In addition, student work samples will be reviewed.

Person or Persons Responsible

Leadership Team/Department Chairperson, Assistant Principal MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: School-site Weekly assessments and quarterly Interim Assessments Summative: 2014 Science FCAT 2.0

G8.B1.S2 Continue focus on Nature of Science and correlate Physical Science benchmarks through investigations and the use of FCAT style questions.

Action Step 1

Teachers and the Leadership Team will review the results of the school-site assessment data quarterly to ensure implementation of identified strategies. In addition, student work samples will be reviewed.

Person or Persons Responsible

Leadership Team/Department Chairperson, Assistant Principal MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: School-site Weekly assessments and quarterly Interim Assessments Summative: 2014 Science FCAT 2.0

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

Leadership Team and the MTSS/RTI will review the results of the school-site assessment data quarterly to monitor for fidelity of implementation. In addition, student work samples will be reviewed.

Person or Persons Responsible

Leadership Team/Department Chairperson, Assistant Principal MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: School-site Weekly assessments and quarterly Interim Assessments Summative: 2014 Science FCAT 2.0

Plan to Monitor Effectiveness of G8.B1.S2

Leadership Team and MTSS/RTI will review the results of the school-site assessment data quarterly to monitor for effectiveness. In addition, student work samples will be reviewed.

Person or Persons Responsible

Leadership Team/Department Chairperson, Assistant Principal MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: School-site Weekly assessments and quarterly Interim Assessments Summative: 2014 Science FCAT 2.0

G8.B2 Performance data for the 2013 administration of the FCAT Science Test indicates that the percentage of students who scored at FCAT Level 4 and above increased from 21% to 29%. The area of deficiency according to last year's eighth grade data has been Nature of Science. The curriculum will focus on higher order thinking skills and hands-on discovery in order to increase levels of proficiency.

G8.B2.S1 Ensure that students write lab conclusions with claim-evidence-reasoning included for all investigations, as delineated by Common Core Standards.

Action Step 1

Teachers and the Leadership Team will review the results of the school-site assessment data quarterly to ensure implementation of identified strategies. In addition, student work samples will be reviewed.

Person or Persons Responsible

Teachers, LLT, MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: School-site Weekly assessments and quarterly Interim Assessments Summative: 2014 Science FCAT 2.0

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

Leadership Team and the MTSS/RTI will review the results of the school-site assessment data quarterly to monitor for fidelity of implementation and make adjustments as scheduled. In addition, student work samples will be reviewed.

Person or Persons Responsible

LLT, MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: School-site Weekly assessments and quarterly Interim Assessments Summative: 2014 Science FCAT 2.0

Plan to Monitor Effectiveness of G8.B2.S1

Leadership Team and the MTSS/RTI will review the results of the school-site assessment data quarterly to monitor for fidelity of implementation and make adjustments as scheduled. In addition, student work samples will be reviewed.

Person or Persons Responsible

LLT, Administration, MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: School-site Weekly assessments and quarterly Interim Assessments Summative: 2014 Science FCAT 2.0

G9. During the 2013-2014 school year, 1280 or more parents will attend from one to three school activities, compared to last year's 1164, an increase of 10%.

G9.B1 Parents are unfamiliar with the writing, science, and accelerated mathematics curriculum as related to the 2014 FCAT 2.0 and EOC.

G9.B1.S1 Conduct a school site workshop for parents to familiarize them with the benchmarks for the 2014 FCAT 2.0 and EOC.

Action Step 1

Workshops for parents to familiarize them with the benchmarks for the 2014 FCAT 2.0 and EOC.

Person or Persons Responsible

teachers, administration, LLT, MSS/RTI

Target Dates or Schedule

annually

Evidence of Completion

Sign in logs

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

Keep track of calendar of dates for stated workshops and parent advertising events.

Person or Persons Responsible

Administration, LLT, MSS/RTI

Target Dates or Schedule

annually

Evidence of Completion

Sign in Sheets

Plan to Monitor Effectiveness of G9.B1.S1

Parents will participate in exit survey

Person or Persons Responsible

teachers, administration, PTSA Liasion

Target Dates or Schedule

annually

Evidence of Completion

sign in sheets, exit surveys

G10. Increase identification of and provide assistance to at-risk students through analysis of the early warning systems including student who miss 10% or more of instructional time retained students, student who are not proficient in reading by grade 3.

G10.B1 The percentage of all students who missed 10% or more of available instructional time during the 2012-2013 school year was 8%. The goal for the 2013-2014 school year is to decrease the amount to 7%. Illnesses and family traveling continue to be problematic. Family traveling can be attributed to our large population of students who are from out of the country and parents who do not fully understand or value the schools absence policy.

G10.B1.S1 Parent education through Connect-Ed messages, school website, workshops, conferences, PTSA, and attendance notices.

Action Step 1

Monitoring of attendance data, tardy and early dismissal bulletin daily, weekly and monthly to monitor attendance

Person or Persons Responsible

Teachers, counselors, school administrations

Target Dates or Schedule

Ongoing

Evidence of Completion

Daily attendance bulletin, COGNOS.

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

Monitoring of attendance data, tardy and early dismissal bulletin daily, weekly and monthly to monitor attendance.

Person or Persons Responsible

School administration will monitor the implementation of the identified strategy.

Target Dates or Schedule

Ongoing

Evidence of Completion

Daily attendance bulletin, COGNOS, Connect-ed outgoing message logs

Plan to Monitor Effectiveness of G10.B1.S1

Monitoring of attendance data, tardy and early dismissal bulletin daily, weekly and monthly to monitor attendance

Person or Persons Responsible

School administration will monitor the effectiveness of identified strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance bulletins, COGNOS

G10.B2 The percentage of all students total number of students with 1 or more behavior referrals/one or more that led to suspension for the 2012-2013 school year was 15%. The percentage of students who received two or more behavior referrals was 8%. The goal for the 2013-2014 school year is to decrease these amounts to 14% and 7%. There are not enough opportunities to recognize students for positive behavior.

G10.B2.S1 Utilize the Student Code of Conduct by providing incentives for compliance through the use of school site programs.

Action Step 1

Implementation of school site incentive programs

Person or Persons Responsible

All teachers and staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Decrease in the number of students with behavior referrals/one or more that led to suspension

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

Following the FCIM, monthly data reports will be reviewed and strategies adjusted as needed.

Person or Persons Responsible

MTSS/RTI team along with administration will monitor the implementation of the identified strategy for fidelity.

Target Dates or Schedule

Monthly

Evidence of Completion

Decrease in the number of students with 2 or more behavior referrals/one or more that led to suspension

Plan to Monitor Effectiveness of G10.B2.S1

Following the FCIM, monthly data reports will be reviewed and strategies adjusted as needed.

Person or Persons Responsible

MTSS/RTI team along with administration will monitor the effectiveness of the selected strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

Decrease in the number of students with 2 or more behavior referrals/one or more that led to suspension

G10.B3 The percentage of all students retained for the 2013-2014 school year was 1% the goal for the 2013-2014 school year is to maintain the amount to 1%. Students who are in danger of being retained are in need of remediation of basic academic skills and the skills needed to master grade level objectives. Additional teaching and learning opportunities are needed to assist these students in mastery of curriculum resulting in promotion to the next grade.

G10.B3.S1 Retained students will receive additional Tier 3 support to provide instruction reducing the "gaps" in the educational repertoire.

Action Step 1

Following the FCIM, monthly data reports will be reviewed and instruction/intervention will be adjusted as needed

Person or Persons Responsible

MTSS/RTI team along with administration will identify students that are potential retainees.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student performance data including FAIR scores, classwork, tests, District Baseline and Interim assessments, intervention data, Successmaker, Reading Plus, Star reports, Wonderworks reports

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

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

Person or Persons Responsible

MTSS/RTI team along with administrators will monitor the implementation of the strategy for fidelity.

Target Dates or Schedule

Monthly

Evidence of Completion

Student performance data including FAIR scores, District baseline and interim assessment data, intervention data, Wonderworks reports, Successmaker reports, Reading Plus, STAR reports

Plan to Monitor Effectiveness of G10.B3.S1

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

Person or Persons Responsible

MTSS/RTI team along with the administrators will monitor the effectiveness of selected strategy

Target Dates or Schedule

ongoing

Evidence of Completion

Student performance data including FAIR scores, District baseline and interim assessment data, intervention data, Wonderworks reports, Successmaker reports, Reading Plus, STAR reports

G10.B4 Student are in performance data from the 2013 FCAT indicates that 37% of grade 3 students are not proficient in reading. The goal for the 2013-2014 school year is to decrease the amount to 33%. These students are in need of intense intervention to address reading deficiencies.

G10.B4.S1 Students will receive additional Tier 3 intervention using Wonderworks curriculum.

Action Step 1

Following the FCIM, monthly data reports will be reviewed and instruction and intervention adjusted as necessary.

Person or Persons Responsible

Teachers, LLT, Administration, MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Wonderworks progress monitoring data

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

Following the FCIM, monthly data reports will be reviewed and instruction and intervention adjusted as necessary.

Person or Persons Responsible

Teachers, LLT, Administration MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Wonderworks progress monitoring data

Plan to Monitor Effectiveness of G10.B4.S1

Following the FCIM, monthly data reports will be reviewed and instruction and intervention adjusted as necessary.

Person or Persons Responsible

Teachers, LLT, Administration, MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Wonderworks progress monitoring data

G11. Increase identification of and the assistance provided to at-risk students through the analysis of early warning systems for middle school students at risk of failure due to failing courses.

G11.B1 Parents are unaware of attendance policy regarding unexcused absences and excessive absences

G11.B1.S1 Parent education through Connect-ed messages, workshops, conferences, and attendance notices.

Action Step 1

Biweekly monitoring of attendance data.

Person or Persons Responsible

Assistant principal or counselors

Target Dates or Schedule

bi-weekly

Evidence of Completion

Daily attendance bulletin, COGNOS, Connect-ed message logs

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

.Biweekly monitoring of attendance data.

Person or Persons Responsible

counselors, administration

Target Dates or Schedule

bi-weekly

Evidence of Completion

Daily attendance bulletin, COGNOS

Plan to Monitor Effectiveness of G11.B1.S1

Biweekly monitoring of attendance data.Biweekly monitoring of attendance data.

Person or Persons Responsible

leadership team, counselors

Target Dates or Schedule

bi-weekly

Evidence of Completion

Daily attendance bulletin, COGNOS

G11.B2 The total number of middle school students who failed a math course was 7%, an English Language Arts course was 2% and two or more courses in any subject was 2%. The goal for the 2013-14 school year is to reduce all areas by 1% to 6%, 1%, and 1% respectively. Virtual school is currently the only course recovery option for students not participating in summer school.

G11.B2.S1 Students who are failing a course will participate in bi-monthly academic counseling sessions to determine causes of class failure and develop plans to overcome identified challenge

Action Step 1

Monitor Grade data reports

Person or Persons Responsible

teachers, counselors, administration

Target Dates or Schedule

bi-monthly

Evidence of Completion

Report card grade report

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

teachers, counselor and administration, when applicable will meet to determine needs of students

Person or Persons Responsible

counselors, administration

Target Dates or Schedule

monthly

Evidence of Completion

counseling logs

Plan to Monitor Effectiveness of G11.B2.S1

teachers and counselors will determine if grades are improving thus reducing the number of course failures as a result of counseling sessions

Person or Persons Responsible

counselors, administration

Target Dates or Schedule

monthly

Evidence of Completion

counseling logs

G12. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 34% of students achieved Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 3 by 6 percentage points to 40% of students.

G12.B1 Student performance data from the 2013 FCAT 2.0 Mathematics Test indicates that the overall mathematics proficiency increased 2 percentage points from 69% to 71%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Reporting Category GEOMETRY AND MEASUREMENT

G12.B1.S1 Provide grade-level appropriate activities that develop an understanding of geometry.

Action Step 1

Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives, technology, and engaging opportunities for practice.

Person or Persons Responsible

Teachers & Administration, LLT, MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Walk-through, Student Work Product, Mini Assessments, Interim Assessments FCAT 2.0 Mathematics Test

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

Following the FCIM, data will be reviewed and monitor for fidelity of implementation. Adjustments will be made as necessary.

Person or Persons Responsible

Administration, LLT, MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Walk-through, Student Work Product, Mini Assessments, Interim Assessments FCAT 2.0
Mathematics Test

Plan to Monitor Effectiveness of G12.B1.S1

Following the FCIM, the data will be reviewed and monitored for effectiveness. Adjustments will be made as necessary.

Person or Persons Responsible

Administration, LLT, MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Walk-through, Student Work Product, Mini Assessments, Interim Assessments FCAT 2.0
Mathematics Test

G12.B2 Student performance data from the 2013 FCAT 2.0 Mathematics Test indicates that the percentage of students scoring at Level 3 increased by 5 percentage points 29% to 34%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Reporting Category FRACTIONS, RATIOS/PROPORTIONAL RELATIONSHIPS & STATISTICS

G12.B2.S1 Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving fractions, ratios, proportional relations, and statistics.

Action Step 1

Students will participate in differentiated instruction focusing on the use multiple representations to translate and model multi-step real world application problems involving fractions, ratios, proportional relations, and statistics.

Person or Persons Responsible

Teachers, Administrators, MTSS/RTI, LLT,

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessments, Interim Assessments 2014 Mathematics FCAT

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

Following the FCIM, data will be reviewed to monitor for fidelity of implementation

Person or Persons Responsible

MTSS/RTI, LLT, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessments, Interim Assessments 2014 Mathematics FCAT

Plan to Monitor Effectiveness of G12.B2.S1

Following the FCIM, data will be reviewed to monitor for effectiveness. Adjustments will be made as necessary.

Person or Persons Responsible

MTSS/RTI, LLT, administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessments, Interim Assessments 2014 Mathematics FCAT

G12.B3 Student performance data from the 2013 FCAT 2.0 Mathematics Test indicates that White and ELL subgroups did not make AMO for 2013. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Reporting Category GEOMETRY AND MEASUREMENT

G12.B3.S1 Provide White and ELL subgroups with grade-level appropriate activities that develop an understanding of geometry.

Action Step 1

Provide students with differentiated instruction in contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice.

Person or Persons Responsible

Teachers, MTSS/RTI, LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments FCAT 2.0 Mathematics Test

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

Following the FCIM, data will reviewed and monitored for fidelity of implementation. Instruction will be adjusted as necessary.

Person or Persons Responsible

MTSS/RTI, LLT, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments FCAT 2.0 Mathematics Test

Plan to Monitor Effectiveness of G12.B3.S1

Following the FCIM, data will reviewed and monitored for effectiveness. Instruction will be adjusted as necessary.

Person or Persons Responsible

MTSS/RTI, LLT, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments FCAT 2.0 Mathematics Test

G12.B4 Student performance data from the 2013 FCAT 2.0 Mathematics Test indicates that the percentage of students scoring at Level 4 and above decreased by 5 percentage points from 38% to 33%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Reporting Category EXPRESSIONS, EQUATIONS AND STATISTICS

G12.B4.S1 Provide opportunities for student discourse to ensure students communicate precisely to others.

Action Step 1

Student will use clear definitions in discussion and construct viable arguments to defend their reasoning in the area of ratios, rates, and proportional and non-proportional relationships. Teachers, MTSS/RTI, LLT, Administration Monthly Mini-assessment, Interim assessments 2014 Mathematics FCAT

Person or Persons Responsible

Teachers, MTSS/RTI, LLT, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessment, Interim assessments 2014 Mathematics FCAT

Plan to Monitor Fidelity of Implementation of G12.B4.S1

Following the FCIM, data will be reviewed to monitor for fidelity of implementation. Adjustments will be made as necessary.

Person or Persons Responsible

MTSS/RTI, Administration, Teachers, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessment, Interim assessments 2014 Mathematics FCAT

Plan to Monitor Effectiveness of G12.B4.S1

Following the FCIM, the data will be analyzed and monitored for effectiveness of strategy implementation. Adjustments will be made as necessary.

Person or Persons Responsible

MTSS/RTI, LLT, administration, teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessment, Interim assessments 2014 Mathematics FCAT

G12.B4.S2 Provide intense instruction through before and after school tutoring in the area of expressions, equations, and statistics for identified students who showed a decrease in proficiency level from the Fall Math Interim Assessment to the Winter Math Interim Assessment.

Action Step 1

Student will use clear definitions in discussion and construct viable arguments to defend their reasoning in the area of expressions, equations, and statistics.

Person or Persons Responsible

Teachers, MTSS/RTI, LLT, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessment, Interim assessments 2014 Mathematics FCAT

Plan to Monitor Fidelity of Implementation of G12.B4.S2

Following the FCIM, data will be reviewed to monitor for fidelity of implementation. Adjustments will be made as necessary.

Person or Persons Responsible

Teachers, MTSS/RTI, LLT, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessment, Interim assessments

Plan to Monitor Effectiveness of G12.B4.S2

Following the FCIM, the data will be analyzed and monitored for effectiveness of strategy implementation. Adjustments will be made as necessary.

Person or Persons Responsible

Teachers, MTSS/RTI, LLT, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessment, Interim assessments

G12.B5 Student performance data from the 2013 FCAT 2.0 Mathematics Test indicates learning gains in the area of mathematics that the proficiency increased by 1 percentage points from 70% to 71%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Reporting Category GEOMETRY AND MEASUREMENT

G12.B5.S1 Students making learning gains teachers will develop lessons promoting a gradual release of responsibility to scaffold instruction.

Action Step 1

Students will infuse prior knowledge to connect previous understandings to new understandings in the areas of rational numbers, properties, and linear equations.

Person or Persons Responsible

Teachers, LLT, MTSS/RTI, administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessment, Interim Assessments 2014 Mathematics FCAT

Plan to Monitor Fidelity of Implementation of G12.B5.S1

Following the FCIM, data will reviewed and adjustments will be made as necessary to monitor for fidelity of implementation.

Person or Persons Responsible

LLT, MTSS/RTI, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessment, Interim Assessments 2014 Mathematics FCAT

Plan to Monitor Effectiveness of G12.B5.S1

Following the FCIM, data will reviewed and adjustments will be made as necessary to monitor for effectiveness.

Person or Persons Responsible

LLT, MTSS/RTI, Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessment, Interim Assessments 2014 Mathematics FCAT

G12.B6 Student performance data from the 2013 FCAT 2.0 Mathematics Test indicates that the learning gains for the lowest 25% remained constant at 66%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Reporting Category OPERATIONS, PROBLEMS AND STATISTICS

G12.B6.S1 For students scoring in the lowest 25% making learning gains, teachers will develop lessons promoting a gradual release of responsibility to scaffold instruction.

Action Step 1

Student will infuse prior knowledge to connect previous understandings to new understandings in the areas of fractions, ratios, proportional relationships, and statistics.

Person or Persons Responsible

Teachers, LLT,MTSS/RTI, Administrations

Target Dates or Schedule

Monthly

Evidence of Completion

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments FCAT 2.0 Mathematics Test

Plan to Monitor Fidelity of Implementation of G12.B6.S1

Following the FCIM, data will reviewed and adjustments will be made as necessary to monitor for fidelity of implementation.

Person or Persons Responsible

LLT,MTSS/RTI, Administrations

Target Dates or Schedule

Monthly

Evidence of Completion

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments FCAT 2.0 Mathematics Test

Plan to Monitor Effectiveness of G12.B6.S1

Following the FCIM, data will reviewed and adjustments will be made as necessary to monitor for effectiveness.

Person or Persons Responsible

LLT,MTSS/RTI, Administrations

Target Dates or Schedule

Monthly

Evidence of Completion

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments FCAT 2.0 Mathematics Test

G12.B7 Student performance data from the 2013 Florida Alternate Assessment (FAA) indicates that the percentage of students scoring at Level 7 or higher increased by 1% to 73%. The area of deficiency in students scoring at Level 7 or higher was the ability to solve problems involving geometric concepts. Students are in need of practice in recognizing two and three dimensional shapes and their properties.

G12.B7.S1 Students will be provided opportunities to learn geometric concepts using manipulatives, visual, number lines and other hands on activities through the implementation of the Unique Learning Curriculum.

Action Step 1

Students will be provided with visual choices as presented in the FAA and use other hand on activities along with review for long term math concepts and continuous repetition and practice.

Person or Persons Responsible

Teachers, MTSS/RTI, administration, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessments, students work samples, teacher made checklists, 2014 Florida Alternate Assessment Mathematics Test

Plan to Monitor Fidelity of Implementation of G12.B7.S1

Following the FCIM, data reports will be reviewed and monitored for fidelity. Instruction will be adjusted as necessary.

Person or Persons Responsible

MTSS/RTI, LLT, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessments, students work samples, teacher made checklists, walk-throughs 2014 Florida Alternate Assessment Mathematics Test

Plan to Monitor Effectiveness of G12.B7.S1

Following the FCIM, data will reviewed and monitored for effectiveness. Instruction will be adjusted made as necessary.

Person or Persons Responsible

MTSS/RTI, LLT, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessments, students work samples, teacher made checklists, walk-throughs 2014 Florida Alternate Assessment Mathematics Test

G12.B8 Student performance data from the 2013 Florida Alternate Assessment (FAA) indicates that the percentage of students scoring at Level 4-6 remained constant at 17%. The area of deficiency in students scoring at Level 4-6 was the ability to solve problems involving geometric concepts. Students are in need of practice in recognizing two and three dimensional shapes and their properties.

G12.B8.S1 Students will be provided with practice in recognizing two and three dimensional shapes and their properties.

Action Step 1

Teachers will provides students opportunities to learning concepts using manipulatives visuals, number lines, and other hands on activities.

Person or Persons Responsible

Teachers, LLT, MTSS/RTI, Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessments, Interim assessments, student work samples, classroom walk-through 2014 Florida Alternate Assessment

Plan to Monitor Fidelity of Implementation of G12.B8.S1

Following the FCIM, data will be review and monitored for fidelity of implementation. Instruction will be adjusted as necessary.

Person or Persons Responsible

Administration, MTSS/RTI, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessments, Interim assessments, student work samples, classroom walk-through 2014 Florida Alternate Assessment

Plan to Monitor Effectiveness of G12.B8.S1

Following the FCIM, data will be review and monitored for effectiveness. Instruction will be adjusted as necessary.

Person or Persons Responsible

LLT, MTSS/RTI, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessments, Interim assessments, student work samples, classroom walk-through 2014 Florida Alternate Assessment

G13. The results of the 2013 FCAT 2.0 Reading Test indicate 70% of students scored at 3 or above. Our goal for the 2014 is for 75% of students to score a Level 3 or above, an increase of 5%.

G13.B1 Student performance data from the 2013 FCAT 2.0 Reading Test indicates that the overall reading proficiency remained constant at 70%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading Test was Reporting Category Number 2: Reading Application. Students require additional support to identify the main idea and use inferential thinking within the text.

G13.B1.S1 Students will become familiar with text structures such as cause/effect, compare/contrast, description and chronological order.

Action Step 1

The MTSS/RTI Leadership Team will review monthly classroom assessments focusing on students' knowledge of author's perspective, main idea (both stated and implied), and text structures and adjust instruction as needed.

Person or Persons Responsible

Teachers, MTSS/Rtl Teams; grade/department chairpersons

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini-assessments Interim Assessments Summative: 2014 FCAT Reading Assessment

Facilitator:

Teacher trainer

Participants:

Teachers, MTSS/Rtl Teams; grade/department chairpersons

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

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

Person or Persons Responsible

Principal, Assistant Principals, Literacy Leadership Team, MSS/Rtl Team

Target Dates or Schedule

Monthly

Evidence of Completion

LLT logs; Formative: Mini-assessments, Interim Assessments Summative: 2014 FCAT reading Assessment

Plan to Monitor Effectiveness of G13.B1.S1

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

Person or Persons Responsible

Principal, Assistant Principals, Literacy Leadership Team, MSS/RTI Team will monitor the effectiveness of identified strategies

Target Dates or Schedule

Quarterly

Evidence of Completion

LLT logs; Formative: Mini-assessments, Interim Assessments, Summative: 2014 FCAT reading Assessment

G13.B2 Student performance data from the 2013 FCAT 2.0 Reading Test indicates that the learning gains in the area of reading increased by 3% to 76%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading Test was Reporting Category Number 2: Reading Application.

G13.B2.S1 Students will become familiar with text structures such as cause/effect, compare/contrast, description and chronological order.

Action Step 1

Students will participate in differentiated learning groups during the reading block that focuses on identifying the author's purpose, author's perspective, main idea (stated and implied), relevant details, conclusions and inferences, and text structure.

Person or Persons Responsible

Teachers will implement the identified strategies.

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Student work and site generated assessments including ongoing assessments from McGraw-Hill or Voyager Journeys Reading program. Summative: 2014 FCAT 2.0 Reading Test.

Facilitator:

Participants:

Teachers will implement the identified strategies.

Plan to Monitor Fidelity of Implementation of G13.B2.S1

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

Person or Persons Responsible

The MTSS/Rtl Team along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Interim Assessments, teacher made tests and quizzes, classwork, McGraw-Hill or Voyager Journeys Reading programs week, unit and benchmark assessments. Classroom walk-throughs, student work folders, and lesson plans, Summative: 2014 FCAT 2.0 Reading Test

Plan to Monitor Effectiveness of G13.B2.S1

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

Person or Persons Responsible

The MTSS/RtI Team along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative: Interim Assessments, teacher made tests and quizzes, classwork, McGraw-Hill or Voyager Journeys Reading programs week, unit and benchmark assessments. Summative: 2014 FCAT 2.0 Reading Test

G13.B3 Student performance data from the 2013 FCAT 2.0 Reading Test indicates that the learning gains for the lowest 25% increased by 3% to 75%. The area of deficiency was in Reporting Category Number 1: Vocabulary. Students require additional support to properly evaluate context clues and to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

G13.B3.S1 Students should practice using context clues to distinguish the correct meaning of words that have multiple meanings.

Action Step 1

The MTSS/RTI Leadership Team will review monthly classroom assessments focusing on students' knowledge of author's perspective, main idea (both stated and implied), and text structures and adjust instruction as needed.

Person or Persons Responsible

Teachers, MTSS/RtI Teams; grade/department chairpersons

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini-assessments Interim Assessments Summative: 2014 FCAT Reading Assessment

Plan to Monitor Fidelity of Implementation of G13.B3.S1

Following the FCIM, the administration and LLT will review data with the teachers to ensure fidelity of implementation.

Person or Persons Responsible

MTSS/RTI, teachers, administration, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: LLT Logs, Mini-assessments, Summative: 2014 Reading FCAT

Plan to Monitor Effectiveness of G13.B3.S1

Following the FCIM, the administration and LLT will review data with the teachers to monitor for effectiveness.

Person or Persons Responsible

Teachers, MTSS/RTI, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: LLT logs, Mini-assessment Summative: 2014 FCAT Reading Assessment

G13.B4 As noted on the 2013 CELLA results, the percentage of ELL students who are proficient in the area of Speaking/Listening increased or decreased by 5% to 55%. Students lack knowledge in both active and passive vocabulary.

G13.B4.S1 Students will develop word banks and vocabulary notebooks to develop knowledge of vocabulary.

Action Step 1

Students will participate in oral language activities such as think-pair-share, discussions, picture games and read alouds.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative: District Interim Assessments, Classwork, Teacher made tests and quizzes, unit and benchmark assessments, Classroom walk-throughs, lesson plans Summative: 2014 FCAT 2.0 Reading Test, 2014 CELLA

Plan to Monitor Fidelity of Implementation of G13.B4.S1

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

Person or Persons Responsible

Teachers, LLT, RTI/MTSS

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Student work and site generated assessments Summative: 2014 CELLA, 2014 FCAT 2.0 Reading Test

Plan to Monitor Effectiveness of G13.B4.S1

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

Person or Persons Responsible

Teacher, MTSS/RTI, LLT, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Student work and site generated assessments Summative: 2014 CELLA, 2014 FCAT 2.0 Reading Test

G13.B5 Student performance data from the 2013 FCAT 2.0 Reading Test indicates that the percentage of students scoring at Level 3 remained constant at 28%. The area of deficiency was Reporting Category Number 2: Reading Application. Students require additional support to identify the main idea and use inferential thinking within the text.

G13.B5.S1 Students will become familiar with text structures such as cause/effect, compare/contrast, description and chronological order.

Action Step 1

The MTSS/RTI Leadership Team will review monthly classroom assessments focusing on students' knowledge of author's perspective, main idea (both stated and implied), and text structures and adjust instruction as needed.

Person or Persons Responsible

Teachers, MTSS/RtI Teams; grade/department chairpersons

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini-assessments Interim Assessments Summative: 2014 FCAT Reading Assessment

Plan to Monitor Fidelity of Implementation of G13.B5.S1

Following the FCIM, data reports will be used to monitor for fidelity of implementation

Person or Persons Responsible

LLT, MTSS/RTI, Administration, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Mini-assessment, student work product Summative: 2014 FCAT Reading Test

Plan to Monitor Effectiveness of G13.B5.S1

Following the FCIM, monthly assessment data reports will be monitored for effectiveness of strategy implementation.

Person or Persons Responsible

LLT, MTSS/RTI, teachers, administration

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Mini-assessment, student work product Summative: 2014 FCAT Reading Test

G13.B6 Student performance data from the 2013 FCAT 2.0 Reading Test indicates that the percentage of students scoring at Level 4 and above increased by 1% to 40%. The area of deficiency was Reporting Category Number 2: Reading Application. Students require additional support to identify the main idea and use inferential thinking within the text.

G13.B6.S1 Students will become familiar with text structures such as cause/effect, compare/contrast, description and chronological order.

Action Step 1

The MTSS/RTI Leadership Team will review monthly classroom assessments focusing on students' knowledge of author's perspective, main idea (both stated and implied), and text structures and adjust instruction as needed.

Person or Persons Responsible

Teachers, MTSS/RTI Teams; grade/department chairpersons

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini-assessments Interim Assessments Summative: 2014 FCAT Reading Assessment

Plan to Monitor Fidelity of Implementation of G13.B6.S1

Following the FCIM, data will be reviewed to monitor for fidelity of implementation. Adjustments will be made as necessary.

Person or Persons Responsible

MTSS/RTI, LLT, administration, teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Mini-assessment, student work product Summative: 2014 FCAT Reading Test

Plan to Monitor Effectiveness of G13.B6.S1

Following the FCIM, data will be analyzed to monitor for effectiveness of the implemented strategy.

Person or Persons Responsible

MTSS/RTI, LLT, teachers, administration

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Mini-assessment, student work product Summative: 2014 FCAT Reading Test

G13.B7 As noted on the 2013 CELLA results, the percentage of ELL students who are proficient in the area of Reading decreased by 4% to 32%. Students lack the ability to determine the meanings of unfamiliar words.

G13.B7.S1 Students will use word banks, vocabulary notebooks, Venn diagrams, and graphic organizers to develop the ability to determine the meaning of unfamiliar words in reading.

Action Step 1

Students will participate in reading activities such as journaling, read alouds, picture games, use of task cards, choral reading, and storytelling.

Person or Persons Responsible

Teachers, MTSS/RTI, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Mini-assessments, Classwork, teacher made tests and quizzes, Classroom walk-throughs, lesson plans Summative: 2014 FCAT reading Assessment CELLA 2014

Plan to Monitor Fidelity of Implementation of G13.B7.S1

Following the FCIM, the administration and LLT will review data with the teachers to monitor for fidelity of implementation.

Person or Persons Responsible

LLT and Administration, MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

LLT logs; Formative: Mini-assessments, Summative: 2014 FCAT Reading Assessment CELLA 2014

Plan to Monitor Effectiveness of G13.B7.S1

Following the FCIM, the administration and LLT will review data with the teachers to monitor for effectiveness.

Person or Persons Responsible

LLT and Administration, MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

LLT logs; Formative: Mini-assessments, Summative: 2014 FCAT Reading Assessment CELLA 2014

G13.B8 As noted on the 2013 CELLA results, the percentage of ELL students who are proficient in the area of Writing increased by 1% to 33%. Students lack the ability to organize information in a logical sequence.

G13.B8.S1 Students will use word banks, vocabulary notebooks, Venn diagrams and graphic organizers to develop ideas for writing and organize information into a logical sequence

Action Step 1

Students will participate in weekly process writing including but not limited to: planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as, sharing and responding to writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Writing samples, work products, classroom walk-throughs, lesson plans, unit and benchmark assessments, District Interim Assessments Summative: 2014 FCAT 2.0 Writing Test, 2014 CELLA

Plan to Monitor Fidelity of Implementation of G13.B8.S1

the FCIM, weekly process writing will be evaluated and monitor for fidelity of strategy implementation

Person or Persons Responsible

MTSS/RTI, LLT, Teachers, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

student work product 2014 CELLA

Plan to Monitor Effectiveness of G13.B8.S1

Following the FCIM, data will be analyzed to monitor for effectiveness.

Person or Persons Responsible

MTSS/RTI, Teachers, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

student work product 2014 CELLA

G13.B9 Student performance data from the 2013 FCAT 2.0 Reading Test indicates that White, Hispanic, ELL, and Economically Disadvantaged subgroups did not make AMO for 2013. The area of deficiency as noted on the 2013 FCAT 2.0 Reading Test was Reporting Category Number 2: Reading Application. Students require additional support to identify the main idea and use inferential thinking within the text.

G13.B9.S1 Students will become familiar with text structures such as cause/effect, compare/contrast, description and chronological order.

Action Step 1

The MTSS/RTI Leadership Team will review monthly classroom assessments focusing on students' knowledge of author's perspective, main idea (both stated and implied), and text structures and adjust instruction as needed.

Person or Persons Responsible

Teachers, MTSS/Rtl Teams; grade/department chairpersons

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini-assessments Interim Assessments Summative: 2014 FCAT Reading Assessment

Plan to Monitor Fidelity of Implementation of G13.B9.S1

Following the FCIM, the administration and LLT will review data with the teachers to ensure fidelity of implementation.

Person or Persons Responsible

Teacher, MTSS/RTI, administration, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

LLT logs; Formative: Mini-assessments, Summative: 2014 FCAT Reading Assessment

Plan to Monitor Effectiveness of G13.B9.S1

Following the FCIM, the administration and LLT will review data with the teachers to monitor for effectiveness of strategy implementation.

Person or Persons Responsible

Teachers, MTSS/RTI, LLT, administration

Target Dates or Schedule

Monthly

Evidence of Completion

LLT logs; Formative: Mini-assessments, Summative: 2014 FCAT Reading Assessment

G13.B10 Student performance data from the 2013 Florida Alternate Assessment indicates that the percentage of students scoring at Level 7 or higher increased by 13% to 73%. The area of deficiency in students scoring at Level 7 or higher was to use explicit information from read aloud from fiction and non-fiction texts to answer questions related to main idea and supporting details.

G13.B10.S1 Students will be taught at high interest, low readability levels that do not cause frustration and will be provided continuous review and practice when learning reading concepts. The students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA).

Action Step 1

Teachers will work with students in very small groups and guide students in reading fiction, non-fiction and informational texts in order to identify the differences and answer comprehension questions.

Person or Persons Responsible

Teachers of students taking the FAA

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Mini-assessments, student work samples, Lesson plans, Teacher made checklists, IReady data reports, Teach Town data reports, classroom walk-throughs Summative: 2014 Florida Alternate Assessment

Plan to Monitor Fidelity of Implementation of G13.B10.S1

Following the FCIM, the data will be reviewed to monitor for fidelity of implementation.

Person or Persons Responsible

MTSS/RTI, administration, LLT, SPED department chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Mini-assessments, student work samples, Lesson plans, Teacher made checklists, IReady data reports, Teach Town data reports, classroom walk-throughs Summative: 2014 Florida Alternate Assessment

Plan to Monitor Effectiveness of G13.B10.S1

Following the FCIM, data will be reviewed to monitor for effectiveness.

Person or Persons Responsible

MTSS/RTI, teachers, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Mini-assessments, student work samples, Lesson plans, Teacher made checklists, IReady data reports, Teach Town data reports, classroom walk-throughs Summative: 2014 Florida Alternate Assessment

G13.B11 Student performance data from the 2013 Florida Alternate Assessment indicates that the percentage of students scoring at Level 4-6 or higher increased by 4% to 17%. The area of deficiency in students scoring at Level 4-6 identify characters, setting, actions, and events in read aloud fiction.

G13.B11.S1 Students will be provided opportunities to listen to multiple reads of a selection and use picture walks to assist them in answering main idea and supporting detail questions. The students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA).

Action Step 1

Teachers will work with students taking the FAA will provide continuous review/practice in listening to multiple reads of a selection and use picture walks to assist students in answering main idea and supporting detail questions.

Person or Persons Responsible

Teachers of students who take the FAA

Target Dates or Schedule

On-Going

Evidence of Completion

Formative: Mini-Assessments, Student work samples, Teacher made checklists, IReady data reports, Teach Town data reports, Classroom walk-throughs, Lesson Plans Summative: 2014 Florida Alternate Assessment

Plan to Monitor Fidelity of Implementation of G13.B11.S1

Following the FCIM, data will be used to monitor for fidelity of strategy implementation.

Person or Persons Responsible

Teachers, SPED Department Chairperson, MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Mini-assessments, student work samples, Lesson plans, Teacher made checklists, IReady data reports, Teach Town data reports, classroom walk-throughs Summative: 2014 Florida Alternate Assessment

Plan to Monitor Effectiveness of G13.B11.S1

Following the FCIM data will be analyzed to monitor for effectiveness of strategy implementation.

Person or Persons Responsible

MTSS/RTI, administration, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Mini-assessments, student work samples, Lesson plans, Teacher made checklists, IReady data reports, Teach Town data reports, classroom walk-throughs Summative: 2014 Florida Alternate Assessment

G14. On the 2013 FCAT 2.0 Writing Test 70% of 4th and 8th grade students scored at Level 3.5 or above. Our goal for 2014 FCAT 2.0 Writing Test is for 73% of student to score a Level 3.5 or above, an increase of 3 percentage points.

G14.B1 The area of deficiency as noted on the 2013 administration of the fourth grade FCAT 2.0 Writing Test was focus and elaboration. Students need to enhance their writing by adding personal experiences that are relevant to the writing prompt.

G14.B1.S1 Students in fourth grade will use daily process writing while working with peers to analyze, edit and revise, their writing based on the FCAT 2.0 rubric component: Focus, Organization, Support, and Conventions, including sentence structure and grammar.

Action Step 1

Administer and score students' monthly writing prompts to determine if adequate progress is being made, using FCAT 2.0 expectations.

Person or Persons Responsible

Teacher, Principal, Assistant Principal, LLT MSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Students' scores on monthly writing prompts. Summative: 2013 FCAT 2.0 Writing Assessment.

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

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Principal, Assistant Principal, LLT MSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Students' scores on monthly writing prompts. Summative: 2013 FCAT 2.0 Writing Assessment

Plan to Monitor Effectiveness of G14.B1.S1

Monthly assessment data reports will be reviewed for effectiveness of instruction and instruction will be adjusted as needed.

Person or Persons Responsible

Principal, Assistant Principal, LLT, MSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Students' scores on monthly writing prompts. Summative: 2013 FCAT 2.0 Writing Assessment.

G14.B1.S2 Students in eighth grade will use daily process writing while working with peers to analyze, edit and revise, their writing based on the FCAT 2.0 rubric component: Focus, Organization, Support, and Conventions, including sentence structure and grammar.

Action Step 1

Administer and score students' monthly writing prompts to determine if adequate progress is being made, using FCAT 2.0 expectations.

Person or Persons Responsible

Principal, Assistant Principal, LLT MSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Students' scores on monthly writing prompts. Summative: 2013 FCAT 2.0 Writing Assessment.

Plan to Monitor Fidelity of Implementation of G14.B1.S2

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Principal, Assistant Principal, LLT, MSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Students' scores on monthly writing prompts. Summative: 2013 FCAT 2.0 Writing Assessment

Plan to Monitor Effectiveness of G14.B1.S2

Monthly assessment data reports will be reviewed for effectiveness of instruction and instruction will be adjusted as needed.

Person or Persons Responsible

Principal, Assistant Principal, LLT, MSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Students' scores on monthly writing prompts. Summative: 2013 FCAT 2.0 Writing Assessment.

G14.B2 The area of deficiency as noted on the 2013 administration of the eighth grade FCAT 2.0 Writing Test was focus and elaboration. Students need to enhance their writing by adding personal experiences that are relevant to the writing prompt.

G14.B2.S1 Students in eighth grade will use daily process writing while working with peers to analyze, edit and revise, their writing based on the FCAT 2.0 rubric component: Focus, Organization, Support, and Conventions, including sentence structure and grammar.

Action Step 1

Students will participate in daily process writing through mentor text, explicit instruction and independent practice that focuses on the producing a final written product with an intended audience.

Person or Persons Responsible

Teachers will implement the identified strategy.

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Student writing portfolios Monthly writing assessments Summative: 2014 Writing Assessment

Plan to Monitor Fidelity of Implementation of G14.B2.S1

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

Person or Persons Responsible

MTSS/RTI and LLT will monitor the implementation of the selected strategy.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Class work, student work product, chat notes Summative: 2014 Writing Test

Plan to Monitor Effectiveness of G14.B2.S1

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

Person or Persons Responsible

Administrators, LLT, MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Students who have are categorized as Homeless according to the guidelines of Title X-Homeless receive equal access to participation at Aventura Waterways K-8 Center. All efforts are made to provide these students with whatever supplies and other educational and social/emotional support is needed.

AWK8 meets the guidelines of the District nutrition program by offering free breakfast for all students and a free and/or reduced price lunch program. Nutrition Education is taught through physical education courses. The District Policy Against Bullying and Harassment is implemented by providing all of students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

Miami Lighthouse / Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

AWKS is Anti-Defamation League (ADL) No Place For Hate® Schools site.

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.

G13. The results of the 2013 FCAT 2.0 Reading Test indicate 70% of students scored at 3 or above. Our goal for the 2014 is for 75% of students to score a Level 3 or above, an increase of 5%.

G13.B1 Student performance data from the 2013 FCAT 2.0 Reading Test indicates that the overall reading proficiency remained constant at 70%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading Test was Reporting Category Number 2: Reading Application. Students require additional support to identify the main idea and use inferential thinking within the text.

G13.B1.S1 Students will become familiar with text structures such as cause/effect, compare/contrast, description and chronological order.

PD Opportunity 1

The MTSS/RTI Leadership Team will review monthly classroom assessments focusing on students' knowledge of author's perspective, main idea (both stated and implied), and text structures and adjust instruction as needed.

Facilitator

Teacher trainer

Participants

Teachers, MTSS/RtI Teams; grade/department chairpersons

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Mini-assessments Interim Assessments Summative: 2014 FCAT Reading Assessment

G13.B2 Student performance data from the 2013 FCAT 2.0 Reading Test indicates that the learning gains in the area of reading increased by 3% to 76%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading Test was Reporting Category Number 2: Reading Application.

G13.B2.S1 Students will become familiar with text structures such as cause/effect, compare/contrast, description and chronological order.

PD Opportunity 1

Students will participate in differentiated learning groups during the reading block that focuses on identifying the author's purpose, author's perspective, main idea (stated and implied), relevant details, conclusions and inferences, and text structure.

Facilitator

Participants

Teachers will implement the identified strategies.

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Student work and site generated assessments including ongoing assessments from McGraw-Hill or Voyager Journeys Reading program. Summative: 2014 FCAT 2.0 Reading Test.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G12.	The results of the 2013 FCAT 2.0 Mathematics Test indicate that 34% of students in achieved Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 3 by 6 percentage point to 40% of students.	\$1,000
Total		\$1,000

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Total
EESAC	\$1,000	\$1,000
Total	\$1,000	\$1,000

Budget Details

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

G12. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 34% of students in achieved Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 3 by 6 percentage point to 40% of students.

G12.B1 Student performance data from the 2013 FCAT 2.0 Mathematics Test indicates that the overall mathematics proficiency increased 2 percentage points from 69% to 71%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Reporting Category GEOMETRY AND MEASUREMENT

G12.B1.S1 Provide grade-level appropriate activities that develop an understanding of geometry.

Action Step 1

Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives, technology, and engaging opportunities for practice.

Resource Type

Technology

Resource

Smartboards, printers, toner

Funding Source

EESAC

Amount Needed

\$1,000