



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Norman S. Edelcup/Sunny Isles Beach K 8

201 182ND DR

Sunny Isles Beach, FL 33160

305-933-6161

<http://sib.dadeschools.net>

School Demographics

School Type
Combination School

Title I
No

Free and Reduced Lunch Rate
38%

Alternative/ESE Center
No

Charter School
No

Minority Rate
57%

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

Norman S. Edelcup/Sunny Isles Beach K 8

Principal

Annette Weissman H

School Advisory Council chair

Ms. Dina Adler

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

Name	Title
Dr. Annette Weissman	Principal
Julio Fong	Assistant Principal
Alissa Tapia	Assistant Principal
Alexandra Lichtman	Assistant Principal
Haydee Aguilar	Teacher
Bryna Berman	Teacher
Paula Acosta	Counselor
Julie Schaltenbrand	ESE Teacher
Debra Sarauw	Teacher
Ann Llanes	Teacher
Johanna Morales	Teacher
Darli Barbosa	Bilingual Teacher

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The SAC is comprised of 1 Principal, 1 UTD Steward, 5 Teachers and 2 Teacher Alternates, 1 Educational Support Employee and 1 Educational Support Employee Alternate, 6 Parents and 3 Parent Alternates, 1 Student and 1 Student Alternate and 2 Business and Community Representative

Involvement of the SAC in the development of the SIP

The SAC participated in the End of Year Review of the 2012-2013 School Improvement Plan and made recommendations for the 2013-2014 plan. The SAC will review the draft of the 2013-2014 SIP and make final revisions.

Activities of the SAC for the upcoming school year

The SAC will continue to monitor, review and revise the School Improvement Plan, analyze data from baseline, midyear, interim and FCAT assessments, review the budget, monitor the status of technology at the school, and track the academic opportunities offered to the students. The SIP review/update appears on each meeting's agenda.

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

It is projected that the SAC will allocate its resources to the tutoring programs that occur before, after and during school and to the purchasing of academic materials needed for these programs. The entire \$8,750 will be allocated to this project.

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

NA

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:

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

na

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

110

receiving effective rating or higher

103, 94%

Highly Qualified Teachers

83%

certified in-field

85, 77%

ESOL endorsed

85, 77%

reading endorsed

9, 8%

with advanced degrees

39, 35%

National Board Certified

3, 3%

first-year teachers

0, 0%

with 1-5 years of experience

21, 19%

with 6-14 years of experience

63, 57%

with 15 or more years of experience

26, 24%

Education Paraprofessionals

of paraprofessionals

5

Highly Qualified

, 0%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

The school will provide a strong support system for professionals teaching less than 3 years in order to retain highly qualified personnel. The school will offer support through Learning Communities, Professional Development and grade level partnerships. The school accepts interns from the local universities and often recruits its staff from this pool of teachers. The Assistant Principals will be responsible for the implementing these strategies.

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

The Nationally Board Certified teachers and the grade/department chairpersons will serve as mentors for teachers who have changed grade levels, for teachers who would benefit from additional support and teachers new to the school. An Assistant Principal will implement and monitor the monthly meetings of the paired teachers.

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

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

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

The SIP is generated based on data from student performance and teacher input regarding meaningful strategies and attainable goals. At regular intervals throughout the year, data from district and school generated assessments are reviewed to determine the progress of the students in achieving the goals delineated in the SIP. At the same time, classroom observations and grade level meetings provide additional insight into the effectiveness of instruction, the need for additional materials and professional development. In the beginning of the year, struggling students are identified and small group interventions are established. The Assistant Principals monitor this process to ensure that teachers are well prepared, and have the necessary materials and resources to deliver the curriculum. The administrators also ensure the arrangements are made to accommodate students who require additional support and those students who would benefit from enrichment programs.

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

The school's leadership team is composed of Dr. Annette Weissman, Principal, Julio Fong, Alissa Tapia and Alexandra Lichtman, Assistant Principals who will ensure the fidelity of the process and allocate resources; Haydee Aguilar and Bryna Berman, teachers, who will focus on improving instruction for all students; Ms. Acosta, Counselor, who will ensure that quality, relevant services are provided to the students; Julie Schaltenbrand, chairperson of the special education department who will ensure collaboration with general education teachers; and Ms. Sarauw, First Grade Chairperson, Ms. Llanes, Fourth Grade Chairperson, and Ms. Morales, Eighth Grade Chairperson, Ms. Barbosa, Bilingual Chairperson who will ensure that needs of our student population are represented and Officer Gonzalez from the community who will facilitate the link with the community including referrals to local agencies and parental involvement.

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

The school's MTSS generates a calendar of meetings based on the strategies defined in the SIP and the school's testing calendar and conducts regularly scheduled team meetings. Members of the team are assigned reporting tasks to ensure that all areas of the academic and engagement data are reviewed and analyzed. Minutes of the meetings are recorded.

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

An assessment calendar is distributed at the beginning of the school year that defines the dates for the District generated Baseline, Fall and Winter Interims as well as the FAIR, STAR and CELLA assessments and school site assessments. Data will be reviewed and analyzed by the Leadership Team at monthly meetings. The recommendations of this team regarding adjustments to the curriculum and instruction to meet the specific need of students will then be shared with staff at regularly scheduled grade/department level meetings. The MTSS/Rtl Leadership Team will also recommend any Professional Development that is needed based on the data. In addition to data on academic assessments, the team will review and analyze data from attendance records, teacher SCAMs and other engagement issues brought to the team by the counselors and social worker.

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

The members of the school-based Leadership Team will ensure that the staff and parents understand the MTSS and data-based problem solving by conducting workshops at faculty/grade level and/or department meetings. Staff will be encouraged to complete an online Rtl course. Parents will be informed about MTSS through presentations at EESAC and PTSA meetings.

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: 15,370

Instruction in core academic subjects: Selected teachers will provide before and/or after school support in core subjects in grades 2 through 8. The curriculum will include technology based program as well as research based materials that are distinct from the classroom instructional materials. Student performance on interim tests and school site assessments will be collected to measure the effectiveness of the program.

Strategy Purpose(s)

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

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

Enrichment activities that contribute to a well-rounded education: Students will have an opportunity to participate in after school activities such as SECME and Science Camp to broaden and apply their knowledge of science; in art and music activities such as drama, strings and art clubs to enhance their skills; and National Junior Honor Society and Builders Club to bolster their service and civic opportunities.

Who is responsible for monitoring implementation of this strategy?

Teacher collaboration, planning and professional development. Teachers will have an opportunity to meet, plan and participate in professional development at the school site. A teacher will be responsible for maintaining a professional development log and for creating and posting professional development that supports the curriculum.

Strategy: Before or After School Program**Minutes added to school year:**

Instruction in core academic subjects: An Assistant Principal will monitor the collection and review of the data from pre/post tests, attendance reports, monthly reports from technology based programs and district assessments.

Strategy Purpose(s)

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

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

Enrichment activities that contribute to a well rounded education: A member of the Leadership Team will monitor all the after school programs including the collection of attendance logs, meeting agendas, activities outside of school and awards, recognitions earned.

Who is responsible for monitoring implementation of this strategy?

Teacher collaboration, planning and professional development: A teacher will be responsible for maintaining a professional development log and for creating and posting professional development that supports the curriculum. Attendance logs will be monitored.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Dr. Annette Weissman	Principal
Julio Fong	Assistant Principal
Alissa Tapia	Assistant Principal
Alexandra Lichtman	Assistant Principal
Jenny Levinson	Media Specialist
Johanna Morales	Teacher
Christine Peck	Teacher
Debra Sarauw	Teacher
Betty Abdallah	Teacher
Georgina Virreira	Teacher
Donita Gay	Teacher
Kathy Disla	Teacher
Lisa Thomas-Williams	Teacher

How the school-based LLT functions

The Literacy Leadership Team will convene monthly to analyze data, plan workshops, and support new initiatives. The members of the team will serve as liaisons to the respective grade levels sharing information and rationales for decisions, and modeling sound literacy instruction. Members will be responsible for building a culture of excellence in reading and focusing on all areas of literacy across the curriculum. They will use the Response to Intervention problem solving approach to ensure that a multi-tiered system of reading support is present and effective throughout the school.

Major initiatives of the LLT

The major initiatives for the 2013-2014 school year will be an expansion of the integration of technology, an intensification of writing across the curriculum, and an emphasis on the transitioning to the Common Core Standards.

Every Teacher Contributes to Reading Instruction

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

In grades 6-8, teachers of all curriculum areas will be provided professional development opportunities in content-based instructional reading strategies at the state, district, and school level. Literacy pedagogies of research-based, best practices through graphic organizers, concept mapping, response to reading, QAR, SQ3AR, KWL, reciprocal teaching, note taking, response to reading, and modeling through thinking aloud activities are the selected strategies to be introduced through professional development to ensure the conscientious and explicit instruction of reading by all teachers.

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 assessed prior to or upon entering Kindergarten to determine their individual needs and establish the most effective classroom teaching environments. Kindergarten teachers administer a site-developed screening tool which provides data on the student's oral language skills and academic readiness. The screening data will be collected and aggregated for a complete picture. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice, and independent practice of all academic and/or social emotional skills identified by screening data.

An Orientation for Kindergarten students is held each year prior to the opening of school. Parents and students have an opportunity to meet their Kindergarten teacher, visit their classroom and become familiar with the school environment before school starts. Parents also receive a brochure filled with suggestions for a successful school year.

During the school year, teachers will administer the Florida Assessments for Instruction in Reading (FAIR). Kindergarten teachers will also use the Ongoing Progress Monitoring Measures (part of the FAIR) that are available to assess student progress throughout the school year. The FAIR measures will provide educators with information on emergent literacy, future success in reading, phonemic awareness skills, vocabulary, comprehension, print awareness, letter identification, letter linking and word building. This information will be available (using technology) for web-based score entry will be directly imported in to the Progress Monitoring Reporting Network (PMRN). All Kindergarten students also participate in the FLKRS screening from the state that assesses students in the first 30 days of school.

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

NA

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

NA

Strategies for improving student readiness for the public postsecondary level

NA

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	78%	75%	No	80%
American Indian				
Asian	71%	88%	Yes	74%
Black/African American	83%	70%	No	84%
Hispanic	76%	74%	No	78%
White	80%	75%	No	82%
English language learners	63%	53%	No	66%
Students with disabilities	51%	35%	No	56%
Economically disadvantaged	74%	72%	No	77%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	311	26%	28%
Students scoring at or above Achievement Level 4	540	46%	47%

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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	848	78%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	202	81%	83%

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)	227	48%	53%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	174	36%	42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	154	32%	39%

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.		<i>[data excluded for privacy reasons]</i>	0%

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	262	65%	69%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		<i>[data excluded for privacy reasons]</i>	0%

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	81%	80%	No	83%
American Indian				
Asian	88%	94%	Yes	89%
Black/African American	83%	75%	No	84%
Hispanic	78%	77%	No	81%
White	85%	84%	No	87%
English language learners	71%	67%	No	74%
Students with disabilities	58%	50%	No	62%
Economically disadvantaged	78%	78%	Yes	81%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	335	31%	33%
Students scoring at or above Achievement Level 4	500	46%	47%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	826	76%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	182	73%	76%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	91	56%	60%
Middle school performance on high school EOC and industry certifications	91	100%	100%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	81%		No	83%
American Indian				
Asian	88%		No	89%
Black/African American	83%		No	84%
Hispanic	78%		No	81%
White	85%		No	87%
English language learners	71%		No	74%
Students with disabilities	58%		No	62%
Economically disadvantaged	78%		No	81%

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>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		<i>[data excluded for privacy reasons]</i>	0%
Students in lowest 25% making learning gains (EOC)		<i>[data excluded for privacy reasons]</i>	0%

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.		<i>[data excluded for privacy reasons]</i>	0%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Achievement Level 4	81	100%	100%

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>	0%
Students scoring at or above Achievement Level 4	10	100%	100%

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	54	31%	33%
Students scoring at or above Achievement Level 4	62	36%	37%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	21%	23%
Students scoring at or above Achievement Level 4	62	47%	48%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

High School Science**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		0%

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		12
Participation in STEM-related experiences provided for students	1251	68%	75%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	0%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

Area 6: Career and Technical Education (CTE)

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

Area 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	185	10%	9%
Students retained, pursuant to s. 1008.25, F.S.	31	3%	2%
Students who are not proficient in reading by third grade	56	26%	23%
Students who receive two or more behavior referrals	198	11%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	0%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	185	10%	9%
Students who fail a mathematics course	41	7%	6%
Students who fail an English Language Arts course	11	2%	1%
Students who fail two or more courses in any subject	16	3%	2%
Students who receive two or more behavior referrals	198	11%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	4	0%	0%

High School Indicators

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

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

For the past two years, NSE-SIB K-8 has tracked parental involvement with a parent survey based on the Very Involved Parent model . The number/percent of parents who attended 3 or more school events rose by 4% from 12% (253) in 2012 to (16%) to 288 families during the 2013 school year. NSE SIB K8 is a multilingual community, however the parents of low achieving and multilingual students are not as involved as other parents

Strategy(ies):

Provide multilingual oral and written communication whenever possible regarding parent meetings and workshops
and have Spanish and Russian translators at the meetings and workshops

Increase the number of active room parents
 Continue to communicate through websites, Parent Express, and marquee announcements

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Number of parent engagement opportunities	56	100%	100%

Area 10: Additional Targets

Additional targets for the school

NA

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
NA			

Goals Summary

- G1.** Reading On the 2013 FCAT 2.0 Reading, 75% of the students at NSESIB K8 scored 3 or above. Our goal is to increase the percent of students scoring at Level 3 or above on the 2014 FCAT 2.0 Reading to 80%, an increase of 5 percentage points. .
- G2.** Writing On the 2013 FCAT 2.0 Writing, 70% of the 4th grade students at NSE SIB K-8 scored 3.5 or above. Our goal is to increase the percent of 4th grade students scoring at 3.5 or above on the 2014 FCAT 2.0 to 75%, a gain of 5 percentage points.
- G3.** On the 2013 FCAT 2.0 Writing, 60% of the 8th grade students at NSE SIB K8 scored 3.5 or above. Our goal is to increase the percent of eighth grade students scoring 3.5 or above on the 2014 FCAT 2.0 to 65%, a gain of 5 percentage points.
- G4.** Math On the 2013 FCAT 2.0 Math 80% of the students at NSESIB k-8 scored at Level3 or above. Our goal on the 2014 FCAT 2.0 Math is 83%, and increase of 3%.
- G5.** On the 2013 Algebra 1 End of Course Assessment 100% of the students scored a 4 or above. Our goal for 2014 is to achieve 100% of our students to score a 4 or above.
- G6.** On the 2013 Geometry End of Course Assessment 100% of the students scored at achievement level of 5. Our goal for 2014 is to have students score at Achievement Level 5.
- G7.** Science On the 2013 FCAT 2.0 Science, 38% of the fifth grade students at NSE SIB K8 scored at Level 3.0 or above. The 2014 target was 35%. Our goal is to maintain or increase the percent of students scoring Level 3 or above on the 2014 FCAT Science.
- G8.** Science On the 2013 FCAT 2.0 Science, 34% of the eighth grade students at NSE SIB K8 scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is to increase the percent of students scoring Level 3 or above to 35%.
- G9.** STEM During the 2012-2013 school year, the students at NSE SIB KI8 participated in 10 STEM related activities. Our goal for 2013-2014 is to increase this by 20% to 12 STEM related activities.
- G10.** Career and Technical Education (CTE) Our goal for 2013-2014 is to increase the opportunities to integrate career and technical education content throughout the curriculum
- G11.** Civics On the 2013 Civics baseline test, 99% of the 7th grade students were non Proficient. Our goal is to decrease the percent of students scoring non proficient on the Civics post test in May 2014 to 35%.
- G12.** Early Warning Systems In 2013, 186 (10%) students missed 10% of instructional time and 198 (11%) students received two or more behavioral referrals Our 2014 goal is to reduce the percent of students missing 10% or more to 9% and the referrals to 10%.

- G13.** Parent Involvement Percent of K - 5 parents participating in 3 or more school activities rose 4 percentage points from 12% in 2012 to 16% in 2013. Our goal for 2014 is to increase the level of participation to 20%, an increase of 4 percentage points.

- G14.** Parent Involvement Percent of Gr 6-8 parents participating in 3 or more school activities rose 4 percentage points from 12% in 2012 to 16% in 2013. Our goal for 2014 is to increase the level of participation to 20%, an increase of 4 percentage points.

Goals Detail

G1. Reading On the 2013 FCAT 2.0 Reading, 75% of the students at NSESIB K8 scored 3 or above. Our goal is to increase the percent of students scoring at Level 3 or above on the 2014 FCAT 2.0 Reading to 80%, an increase of 5 percentage points. .

Targets Supported

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

Resources Available to Support the Goal

- McGraw Hill Reading Series
- Reading Plus
- SuccessMaker
- Waterford
- Imagine Learning
- Achieve 3000
- Picture Cards

Targeted Barriers to Achieving the Goal

- Barrier: Based on the results of the 2013 FCAT 2.0 Reading 70% of black students scored at Achievement Level 3 or above. The goal for 2013 was 83%. Students demonstrated a need for additional support in Reporting Category 2, Reading Application specifically identifying author's purpose.
- Barrier: Based on the results of the 2013 FCAT 2.0 Reading 74% of Hispanic students scored at Achievement Level 3 or above. The goal for 2013 was 78%. Students demonstrated a need for additional support in Reporting Category 3, Literary Analysis, specifically to facilitate literal and inferential meaning.
- Barrier: Based on the results of the 2013 FCAT 2.0 Reading 75% of white students scored at Achievement Level 3 or above. The goal for 2013 was 82%. Students demonstrated a need for additional support in Reporting Category 4, Informational Text/Research Process, specifically locating, interpreting and organizing information. .
- Barrier: Based on the results of the 2013 FCAT 2.0 Reading 53% of English Language Learner students scored at Achievement Level 3 or above. The goal for 2013 was 66%. Students demonstrated a need for additional support in Reporting Category 1, Vocabulary specifically enrich student vocabulary
- Barrier: Based on the results of the 2013 FCAT 2.0 Reading 35% of Students With Disabilities scored at Achievement Level 3 or above. The goal for 2013 was 56%. Students demonstrated a need for additional support in Reporting Category 2, Reading Application specifically identifying main idea.
- Barrier: Based on the results of the 2013 FCAT 2.0 Reading 72% of Economically Disadvantaged students scored at Achievement Level 3 or above. The goal for 2013 was 77%. Students demonstrated a need for additional support in Reporting Category 2, Reading Application specifically identifying author's purpose.
- Barrier: Based on the results of the 2013 FCAT 2.0 Reading 26% of students scored at Achievement Level 3 . The target for 2014 is 32%. Students demonstrated a need for additional support in Reporting Category 2, Reading Application specifically identifying author's purpose.
- Barrier: Based on the results of the 2013 FCAT 2.0 Reading 46% of students scored at Achievement Level 4 or above. The target for 2014 is 48%. Students demonstrated a need for

additional support in in Reporting Category 2, Reading Application specifically comprehending literature and informational text at the high end of the complexity band independently and proficiently

- Barrier: Based on the results of the 2013 FCAT 2.0 Reading 78% of students demonstrated Learning Gains. The goal for 2014 is 80%. Students demonstrated a need for additional support in .Reporting Category 3, Literary Analysis specifically recognizing implicit meaning and the text that supports the response
- Barrier: Based on the results of the 2013 FCAT 2.0 Reading 81% of students in the Lowest 25% demonstrated Learning Gains. The goal for 2014 is 83%. Students demonstrated a need for additional support in Reporting Category 1, Vocabulary specifically enriching student vocabulary.
- Barrier: Based on the results of the 2013 CELLA Testing, 48% of the ELL students demonstrated proficiency in Listening/Speaking. The goal for 2014 is 53%. Students demonstrated a need for additional opportunities for meaningful language practice
- Based on the results of the 2013 CELLA Testing, 36% of the ELL students demonstrated proficiency in Reading. The goal for 2014 is 42%. Students demonstrated a need for additional support in expanding vocabulary, phonics skills and fluency.
- Based on the results of the 2013 CELLA Testing, 32% of the ELL students demonstrated proficiency in Writing. The goal for 2014 is 53%. Students demonstrated a need for additional support in sentence structure and word choice.

Plan to Monitor Progress Toward the Goal

Principal, Assistant Principals and Bilingual Chairperson will review data from computer programs, teacher generated assessments and student products to determine progress

Person or Persons Responsible

Principal and Assistant Principals

Target Dates or Schedule:

Ongoing August 2013 - June 2014

Evidence of Completion:

Results of formative assessments Results of CELLA Test

G2. Writing On the 2013 FCAT 2.0 Writing, 70% of the 4th grade students at NSE SIB K-8 scored 3.5 or above. Our goal is to increase the percent of 4th grade students scoring at 3.5 or above on the 2014 FCAT 2.0 to 75%, a gain of 5 percentage points.

Targets Supported

Resources Available to Support the Goal

- McGraw Hill Reading Series
- Wordly Wise
- Figurative Language Program

Targeted Barriers to Achieving the Goal

- On the FCAT 2.0 Writing, 89% of the 4th grade students scored 3.0 or above, while only 70% scored 3.5 or above. In 4th grade the students' products reflect the need for a stronger foundation in sentence structure, spelling and grammatical mechanics.

Plan to Monitor Progress Toward the Goal

Formative Assessments: - Monthly prompts for grades 4 Summative Assessment – FCAT 2.0 Writing 2014

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

Ongoing August 2013 - February 2014

Evidence of Completion:

Results of monthly and quarterly prompts FCAT 2.0 Writing Scores 2014

G3. On the 2013 FCAT 2.0 Writing, 60% of the 8th grade students at NSE SIB K8 scored 3.5 or above. Our goal is to increase the percent of eighth grade students scoring 3.5 or above on the 2014 FCAT 2.0 to 65%, a gain of 5 percentage points.

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

- McDougal Littell Literature
- Wordly Wise Vocabulary Series

Targeted Barriers to Achieving the Goal

- On the FCAT 2.0 Writing, 79% of the 8th grade students scored a 3 or above, but only 60% scored 3.5 or above. The 8th grade students' products reflect the need for a stronger founder in sentence structure, spelling and grammatical mechanics.

Plan to Monitor Progress Toward the Goal

Literacy Leadership Team and Assistant Principal will review monitoring tool that tracks students' scores on monthly prompt to determine progress

Person or Persons Responsible

Literacy Leadership Team Assistant Principal

Target Dates or Schedule:

Monthly August 2013 - June 2014

Evidence of Completion:

Formative: Student responses to monthly prompts Summative: FCAT Writing 2.0 February 2014

G4. Math On the 2013 FCAT 2.0 Math 80% of the students at NSESIB k-8 scored at Level3 or above. Our goal on the 2014 FCAT 2.0 Math is 83%, and increase of 3%.

Targets Supported

Resources Available to Support the Goal

- Go Math Houghton Mifflin Harcourt GIZMOS MATH Counts SuccessMaker

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Math 75% of the Black students scored at a level 3 and above. The goal for 2013 was 83%. Students need support in problem solving, fractions, ratios, proportions, statistics, geometry and measurement.
- On the 2013 FCAT 2.0 Math 77% of the Hispanic students scored at a level 3 and above. The goal for 2013 was 78%. Students need support in problem solving, fractions, ratios, proportions geometry and measurement.
- On the 2013 FCAT 2.0 Math 84% of the White students scored at a level 3 and above. The goal for 2013 was 85%. Students need support problem solving, statistics, geometry and measurement.
- On the 2013 FCAT 2.0 Math 67% of the ELL students scored at a level 3 and above. The goal for 2013 was 71%. Students need support in problem solving, fractions, ratios, proportions, statistics, geometry and measurement.
- On the 2013 FCAT 2.0 Math 50% of the SWD students scored at a level 3 and above. The goal for 2013 was 58%. Students need support in problem solving, fractions, ratios, proportions geometry and measurement.
- Based on the results of the 2013 FCAT 2.0 Mathematics , students scoring at Achievement Level 3 demonstrated a need for additional support in Reporting Category Operations and Problems Based on the results of the 2013 FCAT 2.0 Mathematics , Reporting Category Expressions, Equations and Statistics
- Based on the results of the 2013 FCAT 2.0 Mathematics, students scoring at Achievement Level 4 or above demonstrated a need for additional support in Reporting Category Operations and Problems, Reporting Category Expressions, Equations and Statistics.
- Based on the results of the 2013 FCAT 2.0 Mathematics , students making learning gains need for additional support in Reporting Category Operations and Problems, Reporting Category Expressions, Equations and Statistics and Geometry and Measurement.
- Based on the results of the 2013 FCAT 2.0 Mathematics , third and fourth grade students in the lowest 25% need for additional support in Reporting Category Operations and Problems, Reporting Category Geometry and Measurements.

Plan to Monitor Progress Toward the Goal

Monitor for progress by analyzing data from formative assessments, computer based programs (Success Maker, Riverdeep, Destination Math, FCAT Explorer and Gizmos) and Summative Assessment: 2014 FCAT 2.0 Mathematics.

Person or Persons Responsible

Principal Leadership Team

Target Dates or Schedule:

August 2013 - June 2014 On-going

Evidence of Completion:

Classroom Observations Data from computer based programs (SuccessMaker, Riverdeep, Gizmos, Destination Math and FCAT Explorer) Interim Assessments Summative Assessment: 2014 FCAT 2.0 Mathematics

G5. On the 2013 Algebra 1 End of Course Assessment 100% of the students scored a 4 or above. Our goal for 2014 is to achieve 100% of our students to score a 4 or above.

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

- Holt Florida Math
- Destination Math
- CPalms
- Khan Academy
- Gizmos

Targeted Barriers to Achieving the Goal

- Based on the results of the 2013 Algebra 1 End of Course Assessment 100% of the students scored a 4 or above.

Plan to Monitor Progress Toward the Goal

Monitor for progress by analyzing data from formative assessments, computer based programs (Destination Math and Gizmos) and Summative Assessment: 2014 FCAT 2.0 Mathematics.

Person or Persons Responsible

Principal Leadership Team

Target Dates or Schedule:

2013 - 2014 On-going

Evidence of Completion:

Classroom Observations Student Work Data from computer based programs (Gizmos & Destination) Interim Assessments Summative Assessment: 2014 FCAT 2.0 Mathematics

G6. On the 2013 Geometry End of Course Assessment 100% of the students scored at achievement level of 5. Our goal for 2014 is to have students score at Achievement Level 5.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Holt Florida Math
- Destination Math
- CPalms
- Khan Academy
- Gizmos

Targeted Barriers to Achieving the Goal

- Based on the results of the 2013 Geometry End of Course Assessment 100% of the students scored at achievement level of 5.

Plan to Monitor Progress Toward the Goal

Monitor for progress by analyzing data from formative assessments, computer based programs (Destination Math and Gizmos) and Summative Assessment: 2014 Geometry End of Course Assessment.

Person or Persons Responsible

Principal Leadership Team

Target Dates or Schedule:

2013-2014 On-going

Evidence of Completion:

Classroom Observations Student Work Data from computer based programs (Gizmos & Destination)
Interim Assessments Summative Assessment: 2014 Geometry End of Course Assessment

G7. Science On the 2013 FCAT 2.0 Science, 38% of the fifth grade students at NSE SIB K8 scored at Level 3.0 or above. The 2014 target was 35%. Our goal is to maintain or increase the percent of students scoring Level 3 or above on the 2014 FCAT Science.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- P-Sell Computer based programs Pearson Interactive

Targeted Barriers to Achieving the Goal

- Based on the 2013 FCAT 2.0 Science, 31% of the fifth grade students scored at Achievement Level 3. The goal for 2014 is 33%. Students need support in the Nature of Science Cluster
- Based on the 2013 FCAT 2.0 Science, 36% of the fifth grade students scored at Achievement Level 4 or above. The goal for 2014 is 37%. Students need support in the Nature of Science Cluster

Plan to Monitor Progress Toward the Goal

Formative Assessment(s) – District tests and Florida Achieve-Focus assessments Summative Assessment: FCAT 2.0 Science 2014

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

Ongoing August 2013 - 2014

Evidence of Completion:

Data from District assessments FCAT 2.0 Science results

G8. Science On the 2013 FCAT 2.0 Science, 34% of the eighth grade students at NSE SIB K8 scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is to increase the percent of students scoring Level 3 or above to 35%.

Targets Supported

Resources Available to Support the Goal

- Science Lab
- Pearson Interactive

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Science, 21% of the eighth grade students scored at Level 3. Students need support in Nature of Science Cluster
- On the 2013 FCAT 2.0 Science, 47% of the eighth grade students scored at Level 4 or above. Students in eighth grade demonstrated a need for additional support in the Physical Science Cluster

Plan to Monitor Progress Toward the Goal

Formative Assessment(s) – District tests and Florida Achieve-Focus assessments Summative Assessment: FCAT 2.0 Science 2014

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

Ongoing August 2013 - June 2014

Evidence of Completion:

Data from District Assessments and Florida Achieve-Focus Assessments Results of FCAT 2.0 Science 2014

G9. STEM During the 2012-2013 school year, the students at NSE SIB K18 participated in 10 STEM related activities. Our goal for 2013-2014 is to increase this by 20% to 12 STEM related activities.

Targets Supported

- STEM - All Levels

Resources Available to Support the Goal

- SECME Experiences Science Fair Math Competitions

Targeted Barriers to Achieving the Goal

- Students need additional opportunities to participate in STEM related activities.

Plan to Monitor Progress Toward the Goal

Administration will maintain a dialogue with the high school on the impact of middle school efforts to integrate career and technical education opportunities into the curriculum

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

August 2013 - June 2014

Evidence of Completion:

Minutes of meetings Event Log Attendance Logs

G10. Career and Technical Education (CTE) Our goal for 2013-2014 is to increase the opportunities to integrate career and technical education content throughout the curriculum

Targets Supported

- CTE

Resources Available to Support the Goal

- Curriculum Frameworks and Lesson Plans

Targeted Barriers to Achieving the Goal

- Career and technical education is integrated throughout the curriculum and through extra-curricular activities.

Plan to Monitor Progress Toward the Goal

:Administration will maintain a dialogue with the high school on the impact of middle school efforts to integrate career and technical education opportunities into the curriculum

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

August 2013 - June 2014

Evidence of Completion:

Minutes of meetings Log of opportunities to integrate CTE opportunities

G11. Civics On the 2013 Civics baseline test, 99% of the 7th grade students were non Proficient. Our goal is to decrease the percent of students scoring non proficient on the Civics post test in May 2014 to 35%.

Targets Supported

- Civics EOC

Resources Available to Support the Goal

- District Pacing Guides
- Florida Civics, Economics and Geography

Targeted Barriers to Achieving the Goal

- Students need additional support in mastering Civics vocabulary

Plan to Monitor Progress Toward the Goal

Summative: Baseline, winter and spring interims assessments Formative: End of Course Exam

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

Quarterly August 2013 - June 2014

Evidence of Completion:

Results of End of Course Exam

G12. Early Warning Systems In 2013, 186 (10%) students missed 10% of instructional time and 198 (11%) students received two or more behavioral referrals Our 2014 goal is to reduce the percent of students missing 10% or more to 9% and the referrals to 10%.

Targets Supported

Resources Available to Support the Goal

- na

Targeted Barriers to Achieving the Goal

- Transportation issues, family trips and dual start times (K-1; 2-8) create absences and tardies that impact student achievement. Parents and students are unaware of consequences of absenteeism and inappropriate behavior and their impact on learning

Plan to Monitor Progress Toward the Goal

Administrations and Leadership Team will review District attendance and grade reports

Person or Persons Responsible

Principal and Assistant Principal Counselor

Target Dates or Schedule:

Quarterly August 2013 - June 2014

Evidence of Completion:

Minutes of meetings from Administrators and Leadership Team

G13. Parent Involvement Percent of K - 5 parents participating in 3 or more school activities rose 4 percentage points from 12% in 2012 to 16% in 2013. Our goal for 2014 is to increase the level of participation to 20%, an increase of 4 percentage points.

Targets Supported

Resources Available to Support the Goal

- na

Targeted Barriers to Achieving the Goal

- For the past two years, NSE-SIIB K-8 has tracked parental involvement with a parent survey based on the Very Involved Parent model . The number/percent of parents who attended 3 or more school events rose by 4% from 12% (253) in 2012 to (16%) to 288 families during the 2013 school year. NSE SIB K8 is a multilingual community, however the parents of low achieving and multilingual students are not as involved as other parents.

Plan to Monitor Progress Toward the Goal

Review the list of parents who attended 3 or more events during the school year Review the participation of low achieving and multilingual parents

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

Quarterly August 2013 - June 2014

Evidence of Completion:

Completed Very Involved Parent forms

G14. Parent Involvement Percent of Gr 6-8 parents participating in 3 or more school activities rose 4 percentage points from 12% in 2012 to 16% in 2013. Our goal for 2014 is to increase the level of participation to 20%, an increase of 4 percentage points.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- na

Targeted Barriers to Achieving the Goal

- Middle school students do not transmit information to parents with fidelity.

Plan to Monitor Progress Toward the Goal

Review activities lists and sign in sheets to determine percent of middle school parents participating in school events

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule:

Quarterly August 2013-June 2014

Evidence of Completion:

Increase in the number of activities targeting parents and increase in the percent of parents participating

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Reading On the 2013 FCAT 2.0 Reading, 75% of the students at NSESIB K8 scored 3 or above. Our goal is to increase the percent of students scoring at Level 3 or above on the 2014 FCAT 2.0 Reading to 80%, an increase of 5 percentage points. .

G1.B1 Barrier: Based on the results of the 2013 FCAT 2.0 Reading 70% of black students scored at Achievement Level 3 or above. The goal for 2013 was 83%. Students demonstrated a need for additional support in Reporting Category 2, Reading Application specifically identifying author's purpose.

G1.B1.S1 Strategy(ies): Implement the pacing guides with fidelity Infuse technology using SuccessMaker and Reading Plus Utilize graphic organizers to strengthen basic reading application skills such as author's perspective, main idea and chronological order

Action Step 1

Provide practice in identifying author's purpose, causal relationships imbedded in text and topics and themes within the text Provide students with before, after and during school tutoring Provide student access to computers before and after school to ensure access to all computer based programs Ensure that all teachers have necessary resources and access to digital information Provide ongoing support for all reading teachers through professional development

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing August 2013-June 2014

Evidence of Completion

Reports of student performance on computer based programs Student products

Facilitator:

Emily Brause

Participants:

Reading teachers using SuccessMaker

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

Reports from computer based programs Classroom observations to monitor lesson plans and student engagement Review sign in logs from early morning lab

Person or Persons Responsible

Assistant Principal and Literacy Leadership Team

Target Dates or Schedule

Quarterly Ongoing August 2013-June 2014

Evidence of Completion

Student products Reports from computer generated programs.

Plan to Monitor Effectiveness of G1.B1.S1

Assistant principal will conduct classroom observations and Literacy Team will review reports from computer based programs and teacher generated assessments and make appropriate recommendations

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing August 2013 - June 2014

Evidence of Completion

Classroom observations Reports from computer based programs

G1.B2 Barrier: Based on the results of the 2013 FCAT 2.0 Reading 74% of Hispanic students scored at Achievement Level 3 or above. The goal for 2013 was 78%. Students demonstrated a need for additional support in Reporting Category 3, Literary Analysis, specifically to facilitate literal and inferential meaning.

G1.B2.S1 Implement the pacing guides with fidelity Infuse technology using SuccessMaker and Reading Plus Utilize graphic organizers to strengthen basic reading application skills such as author's perspective, main idea and chronological order

Action Step 1

Use think aloud strategies to assist students in comprehension and analysis of story structure to facilitate literal and structural meaning Use iPads and computer based programs

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing August 2013 - June 2014

Evidence of Completion

Reports from computer based programs Classroom observations

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

Review monthly assessments

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing August 2013 - June 2014

Evidence of Completion

Reports from computer based programs Classroom observations

Plan to Monitor Effectiveness of G1.B2.S1

Review assessment reports and make appropriate recommendations for instruction Review computer based reports and make appropriate recommendations for instruction

Person or Persons Responsible

Assistant Principal Literacy Leadership Team

Target Dates or Schedule

Monthly Ongoing - August 2013 - June 2014

Evidence of Completion

Data from assessment reports Data from computer based programs

G1.B3 Barrier: Based on the results of the 2013 FCAT 2.0 Reading 75% of white students scored at Achievement Level 3 or above. The goal for 2013 was 82%. Students demonstrated a need for additional support in Reporting Category 4, Informational Text/Research Process, specifically locating, interpreting and organizing information. .

G1.B3.S1 Implement the pacing guides with fidelity Infuse technology using SuccessMaker and Reading Plus Utilize graphic organizers to increase students' abilities to critically analyze text

Action Step 1

Use iPads and computer based programs such as Riverdeep, Reading Plus and Florida focus to build skills Introduce a variety of resources to familiarize students with different types of text Use reciprocal teaching strategies to help students assess, organize and evaluate information

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing August 2013 - June 2014

Evidence of Completion

Reports from Computer based programs Student products

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

Review data from teacher generated assessments Review data from computer based reports

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Quarterly Ongoing August 2013 - June 2014

Evidence of Completion

Reports from computer based programs Data from teacher generated assessments

Plan to Monitor Effectiveness of G1.B3.S1

Review all data and make recommendation for modification in instruction

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

Monthly Ongoing August 2013 - June 2014

Evidence of Completion

Classroom Observations Reports from computer based programs

G1.B4 Barrier: Based on the results of the 2013 FCAT 2.0 Reading 53% of English Language Learner students scored at Achievement Level 3 or above. The goal for 2013 was 66%. Students demonstrated a need for additional support in Reporting Category 1, Vocabulary specifically enrich student vocabulary

G1.B4.S1 Expand use of concept maps to help students build their knowledge of word meanings and relationships and the study of antonyms and synonyms

Action Step 1

Incorporate technology based programs such as Riverdeep, Reading Plus and Florida Focus to build comprehension skills Expand use of concept maps

Person or Persons Responsible

Teacher

Target Dates or Schedule

Quarterly Ongoing August 2013 - June 2014

Evidence of Completion

Student products Reports from computer generated programs

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

Review student products Review computer based reports

Person or Persons Responsible

Assistant Principal Literacy Leadership Team

Target Dates or Schedule

Monthly Ongoing August 2013 - June 2014

Evidence of Completion

Student products Computer based reports

Plan to Monitor Effectiveness of G1.B4.S1

Review student products and computer reports and recommend modifications to instruction

Person or Persons Responsible

Assistant Principal Literacy Leadership Team

Target Dates or Schedule

Monthly Ongoing August 2013 - 2014

Evidence of Completion

Classroom observation Student products Reports from computer based programs

G1.B5 Barrier: Based on the results of the 2013 FCAT 2.0 Reading 35% of Students With Disabilities scored at Achievement Level 3 or above. The goal for 2013 was 56%. Students demonstrated a need for additional support in Reporting Category 2, Reading Application specifically identifying main idea.

G1.B5.S1 Expand use of graphic organizers to see how patterns support the main idea. Infuse technology through computer based programs to enhance students' ability to define the main idea

Action Step 1

Expand use of graphic organizers to develop main idea and supporting details Infuse technology to identify main idea

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly Ongoing August 2013 - June 2014

Evidence of Completion

Classroom Observations Reports from computer based programs

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

Review data from computer based programs Review graphic organizers and data from teacher generated tests

Person or Persons Responsible

Assistant Principal Literacy Leadership Team

Target Dates or Schedule

Quarterly Ongoing August 2013 - June 2014

Evidence of Completion

Data from teacher generated test Reports from computer based programs Student Products

Plan to Monitor Effectiveness of G1.B5.S1

Review all relevant data from computer based programs and make recommendations for modifications in instruction

Person or Persons Responsible

Assistant Principal Literacy Leadership Team

Target Dates or Schedule

Quarterly Ongoing August 2013 - June 2014

Evidence of Completion

Classroom observations Student products Reports from computer programs

G1.B6 Barrier: Based on the results of the 2013 FCAT 2.0 Reading 72% of Economically Disadvantaged students scored at Achievement Level 3 or above. The goal for 2013 was 77%. Students demonstrated a need for additional support in Reporting Category 2, Reading Application specifically identifying author's purpose.

G1.B6.S1 Integrate grade level appropriate text that includes identifiable author's purpose in a variety of venues including writing, telling a story, and conveying a particular mood

Action Step 1

Infuse instruction with technology based programs to help students identify author's purpose
Introduce a variety of grade level appropriate text Provide a variety of opportunities to identify author's purpose

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly Ongoing August 2013 - June 2014

Evidence of Completion

Reports from computer based programs Student products Reports from teacher generated assignments

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

Review data from computer programs Review data from teacher generated assignments Classroom observations

Person or Persons Responsible

Assistant Principal Literacy Leadership Team

Target Dates or Schedule

Monthly Ongoing August 2013 - June 2014

Evidence of Completion

Student products Results from teacher generated assessments Results from computer based programs

Plan to Monitor Effectiveness of G1.B6.S1

Review data and make recommendations for modifications in instruction

Person or Persons Responsible

Assistant Principal Literacy Leadership Team

Target Dates or Schedule

Quarterly Ongoing August 2013 - June 2014

Evidence of Completion

Classroom observations Reports from computer based programs Review of student products

G1.B7 Barrier: Based on the results of the 2013 FCAT 2.0 Reading 26% of students scored at Achievement Level 3 . The target for 2014 is 32%. Students demonstrated a need for additional support in Reporting Category 2, Reading Application specifically identifying author's purpose.

G1.B7.S1 Provide additional practice in literary analysis (identifying author's purpose, casual relationships imbedded in text, topics and theme Infuse technology within classroom setting Provide before and afterschool access to all computer based supplemental programs.

Action Step 1

Implement the pacing guides with fidelity Infuse technology using SuccessMaker and Reading Plus Provide additional opportunities to identify author's purpose in a variety of text.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing 2013-2014

Evidence of Completion

Student Work Journals Teacher generated assessments Reports from computer based programs

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

Monitor Fidelity in implementation through reports from computer based programs. Classroom Observations Review data from formative assessments

Person or Persons Responsible

Assistant Principal Literacy Leadership Team

Target Dates or Schedule

Quarterly 2013-2014

Evidence of Completion

Student Work Lesson Plans Reports from computer based programs

Plan to Monitor Effectiveness of G1.B7.S1

Monitor Effectiveness through reports from computer based programs Classroom Observations Review data from formative assessments and make recommendations for instructional strategies

Person or Persons Responsible

Assitant Principal Literacy Leadership Team

Target Dates or Schedule

Quarterly 2013-2014

Evidence of Completion

Student Work Lesson Plans Reports from computer based programs

G1.B8 Barrier: Based on the results of the 2013 FCAT 2.0 Reading 46% of students scored at Achievement Level 4 or above. The target for 2014 is 48%. Students demonstrated a need for additional support in in Reporting Category 2, Reading Application specifically comprehending literature and informational text at the high end of the complexity band independently and proficiently

G1.B8.S1 Implement the pacing guides with fidelity in grades 3 - 5 Infuse technology using SuccessMaker and Reading Plus in grades 3-5 Utilize the materials included in the “Wonders” series that includes greater complexity and rigor in reading instruction in grades 3-5 Utilize the on-line Advanced Level Readers for accelerated readers in grades 3-5

Action Step 1

Provide practice in citing from the text to explain oral and written responses Provide student access to computers before and after school to ensure access to all computer based programs Ensure that all teachers have necessary resources and access to digital information

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing August 2013 - June 2014

Evidence of Completion

Student products Reports from computer based programs

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

Assistant principal will monitor lessons plans to ensure fidelity to pacing guides and will review reports from computer based programs to ensure students are utilizing programs

Person or Persons Responsible

Assistant Principal Literacy Leadership Team

Target Dates or Schedule

Quarterly Ongoing August 2013 - June 2014

Evidence of Completion

Lessons Plans Reports from computer based programs

Plan to Monitor Effectiveness of G1.B8.S1

Assistant principal will conduct classroom observations and Literacy Team will review reports from computer based programs and teacher generated assessments in order to make recommendations for instruction

Person or Persons Responsible

Assistant Principal Literacy Leadership Team

Target Dates or Schedule

Quarterly Ongoing August 2013 - June 2014

Evidence of Completion

Review of data from computer based programs and teacher generated assessments

G1.B8.S2 Infuse technology using Reading Plus in grades 6-8 Encourage students to read a broad spectrum of materials in grades 6-8 Teach students to distinguish between their opinion/prior knowledge and information provided in the text(s) in grades 6-8

Action Step 1

Provide students with practice in comparing and contrasting stories, poems and/or dramatic presentations with attention to details Provide students with practice in distinguishing how authors of fiction use or alter history

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing August 2013 - June 2014

Evidence of Completion

Written student products

Plan to Monitor Fidelity of Implementation of G1.B8.S2

Assistant principal will monitor lessons plans to ensure fidelity to pacing guides and will review reports from computer based programs to ensure students are utilizing programs

Person or Persons Responsible

Assistant Principal Literacy Leadership Team

Target Dates or Schedule

Monthly Ongoing August 2013 - June 2014

Evidence of Completion

Reports from computer based programs Lesson plans Student products

Plan to Monitor Effectiveness of G1.B8.S2

Assistant principal will conduct classroom observations and Literacy Team will review reports from computer based programs and teacher generated assessments and make recommendations for instructional strategies

Person or Persons Responsible

Assistant Principal Literacy Leadership Team

Target Dates or Schedule

Quarterly Ongoing August 2013 - June 2014

Evidence of Completion

Reports from computer based reading programs Data from teacher generated tests

G1.B9 Barrier: Based on the results of the 2013 FCAT 2.0 Reading 78% of students demonstrated Learning Gains. The goal for 2014 is 80%. Students demonstrated a need for additional support in .Reporting Category 3, Literary Analysis specifically recognizing implicit meaning and the text that supports the response

G1.B9.S1 Implement the pacing guides with fidelity Integrate figurative language program Utilize graphics such as story maps to strengthen understanding of story structure Infuse technology using SuccessMaker and Reading Plus

Action Step 1

Provide opportunities for students to analyze how two or more authors writing about the same topic develop their positions Provide student access to computers before and after school to ensure access to all computer based programs Implement the monthly figurative language program

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing August 2013 - June 2014

Evidence of Completion

Student products including writing samples Computer based program reports

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

Assistant principal will monitor lessons plans to ensure fidelity to pacing guides and will review reports from computer based programs to ensure students are utilizing programs

Person or Persons Responsible

Assistant Principal Literacy Leadership Team

Target Dates or Schedule

Monthly Ongoing - August 2013 - June 2014

Evidence of Completion

Lesson Plan Reports from Computer based programs Student products

Plan to Monitor Effectiveness of G1.B9.S1

Assistant principal will conduct classroom observations and Literacy Team will review reports from computer based programs and teacher generated assessments to modify instruction

Person or Persons Responsible

Assistant Principal Literacy Leadership Team

Target Dates or Schedule

Quarterly Ongoing August 2013 - June 2014

Evidence of Completion

Reports from computer based programs Data from teacher generated assessments Student products

G1.B10 Barrier: Based on the results of the 2013 FCAT 2.0 Reading 81% of students in the Lowest 25% demonstrated Learning Gains. The goal for 2014 is 83%. Students demonstrated a need for additional support in Reporting Category 1, Vocabulary specifically enriching student vocabulary.

G1.B10.S1 Infuse technology using Reading Plus Maintain word walls and journals Expose students to sets of words that are semantically related Instruct students in the differences in meaning due to context

Action Step 1

Expose students to a variety of literature and genres Ensure that students write in journals Instruct students in the differences in meaning due to context Infuse computer based programs such as Reading Plus and Successmaker

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing August 2013 - June 2014

Evidence of Completion

Student products Reports from computer based programs

Facilitator:

Emily Brause

Participants:

Reading teachers

Plan to Monitor Fidelity of Implementation of G1.B10.S1

Assistant principal will monitor lessons plans to ensure fidelity to pacing guides and will review reports from computer based programs to ensure students are utilizing programs

Person or Persons Responsible

Assistant Principal Literacy Leadership Team

Target Dates or Schedule

Monthly Ongoing August 2103 - June 2014

Evidence of Completion

Data from computer based programs Student products

Plan to Monitor Effectiveness of G1.B10.S1

Assistant principal will conduct classroom observations and Literacy Team will review reports from computer based programs and teacher generated assessments and make recommendations for new instructional strategies

Person or Persons Responsible

Assistant Principal Literacy Leadership Team

Target Dates or Schedule

Quarterly Ongoing August 2013 - June 2014

Evidence of Completion

Reports from computer based programs Data from teacher generated assessments Student Products

G1.B10.S2

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B10.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B10.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B11 Barrier: Based on the results of the 2013 CELLA Testing, 48% of the ELL students demonstrated proficiency in Listening/Speaking. The goal for 2014 is 53%. Students demonstrated a need for additional opportunities for meaningful language practice

G1.B11.S1 Structure conversations around books and subjects that build vocabulary and require thoughtful answers. Expose students to rich and meaningful language through exposure to various types of dialogue Utilize computer based programs such as Waterford, Imagine Learning and Achieve 3000.

Action Step 1

Provide a variety of materials that enrich discussion Conduct panel discussion and debates Encourage conversations and opportunities to use oral language

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing - August 2013 - June 2014

Evidence of Completion

Reports from computer based programs Class observations

Plan to Monitor Fidelity of Implementation of G1.B11.S1

Bilingual Chairperson will monitor use of computer based programs and ensure that teachers and students have all necessary materials

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing - August 2013 - June 2014

Evidence of Completion

Reports from computer based programs Class observations

Plan to Monitor Effectiveness of G1.B11.S1

Administrative team will conduct classroom observations and review reports from computer based programs in order to make recommendations regarding new instructional strategies

Person or Persons Responsible

Assistant Principal Literacy Leadership Team

Target Dates or Schedule

Monthly Ongoing August 2013 - June 2014

Evidence of Completion

Classroom Observations Reports from computer based programs

G1.B12 Based on the results of the 2013 CELLA Testing, 36% of the ELL students demonstrated proficiency in Reading. The goal for 2014 is 42%. Students demonstrated a need for additional support in expanding vocabulary, phonics skills and fluency.

G1.B12.S1 Create interactive word walls. Incorporate more visuals in daily instruction using smart board and picture cards Utilize computer based programs such as Waterford, Imagine Learning and Achieve 3000 to improve phonics skills and fluency

Action Step 1

Infuse technology Utilize hands-on vocabulary cards for daily practice Integrate picture walks into lessons Build interactive word walls Continue to support Accelerated Reading program

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing - August 2013-June 2014

Evidence of Completion

Results of Accelerated Reading tests Classroom Observations Teacher generated assessments

Facilitator:

Louise A. Hall-Motin

Participants:

Teachers implementing Waterford, Imagine Learning, Achieve 300

Plan to Monitor Fidelity of Implementation of G1.B12.S1

Bilingual Chairperson will monitor use of computer based programs and ensure that teachers and students have all necessary materials

Person or Persons Responsible

Assistant Principal and Bilingual Chairperson

Target Dates or Schedule

Monthly Ongoing August 2013-June 2014

Evidence of Completion

Reports from computer generated programs Data from teacher generated tests Classroom Observations

Plan to Monitor Effectiveness of G1.B12.S1

Bilingual Chairperson and Literacy Leadership Team will review data from specialized computer based programs and teacher generated assignments to determine effectiveness and make recommendations for instruction

Person or Persons Responsible

Bilingual Chairperson Literacy Leadership Team

Target Dates or Schedule

Quarterly August 2013 - June 2014

Evidence of Completion

Interactive Word Walls Student products Reports from computer based programs

G1.B13 Based on the results of the 2013 CELLA Testing, 32% of the ELL students demonstrated proficiency in Writing. The goal for 2014 is 53%. Students demonstrated a need for additional support in sentence structure and word choice.

G1.B13.S1 Use dialogue journals to provide a communicative context for language and writing development

Action Step 1

Write on topic of choice and teacher responds with advice and comments Use graphic organizers to fill in related information

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing - August 2013 - June 2014

Evidence of Completion

Journals Classroom Observations Student products

Plan to Monitor Fidelity of Implementation of G1.B13.S1

Literary Leadership Team and bilingual chairperson will review student journals and other written products to determine fidelity of implementation Assistant Principal will review lesson plans

Person or Persons Responsible

Literary Leadership Team Assistant Principal Bilingual Chairperson

Target Dates or Schedule

Monthly August 2013- June 2014

Evidence of Completion

Student journals Student written products

Plan to Monitor Effectiveness of G1.B13.S1

Literacy Leadership Team will conduct classroom observations, review reports from computer based programs and student products and make recommendations for instruction

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Monthly Ongoing - August 2013 - June 2014

Evidence of Completion

Reports from computer based programs Classroom observations Student products

G2. Writing On the 2013 FCAT 2.0 Writing, 70% of the 4th grade students at NSE SIB K-8 scored 3.5 or above. Our goal is to increase the percent of 4th grade students scoring at 3.5 or above on the 2014 FCAT 2.0 to 75%, a gain of 5 percentage points.

G2.B1 On the FCAT 2.0 Writing, 89% of the 4th grade students scored 3.0 or above, while only 70% scored 3.5 or above. In 4th grade the students' products reflect the need for a stronger foundation in sentence structure, spelling and grammatical mechanics.

G2.B1.S1 Emphasize the basics of sentence structure, spelling and grammatical mechanics appropriate across the curriculum. Utilize revising /editing charts, teacher conferencing, collaborative discussion and peer editing to revise the draft for development of ideas and content, logical organization, voice point of view, word choice, and sentence variation.

Action Step 1

Implement the writing and grammar component of the reading series in grade 4. Implement a Figurative Language program across the curriculum to enhance writing skills. Celebrate writing through school-wide displays on hall bulletin boards.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly August 2013 - February 2014

Evidence of Completion

Lesson Plans Student products Hall displays of writing

Facilitator:

Participants:

Assistant Principal

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

The Administrative Team will monitor the fidelity of the plan by checking lesson plans and conducting classroom observations Review of student products

Person or Persons Responsible

Assistant Principal Literacy Leadership Team

Target Dates or Schedule

Monthly August 2013 - June 2014

Evidence of Completion

Student products Lesson Plans Classroom observations

Plan to Monitor Effectiveness of G2.B1.S1

The Administrative and Literacy Team members will analyze monthly writing pieces according to the FCAT holistic writing rubric. Fourth grade students will write to a prompt monthly and student growth will be tracked. The team will recommend additional instructional strategies.

Person or Persons Responsible

Assistant Principal Literacy Leadership Team

Target Dates or Schedule

Monthly August 2013 - February 2014

Evidence of Completion

Track student progress through monthly prompts Classroom observations

G3. On the 2013 FCAT 2.0 Writing, 60% of the 8th grade students at NSE SIB K8 scored 3.5 or above. Our goal is to increase the percent of eighth grade students scoring 3.5 or above on the 2014 FCAT 2.0 to 65%, a gain of 5 percentage points.

G3.B1 On the FCAT 2.0 Writing, 79% of the 8th grade students scored a 3 or above, but only 60% scored 3.5 or above. The 8th grade students' products reflect the need for a stronger foundation in sentence structure, spelling and grammatical mechanics.

G3.B1.S1 Improve revising skills by focusing on a variety of sentence structure, creative language devices and modifying word choices to select more effective and precise language

Action Step 1

Ask students to revise for clarity of content, organization and word choice. Conduct peer sharing and editing and teacher writing conferences. Instruct in the use of the editor's checklist.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly August 2013 - June 2014

Evidence of Completion

Student journal Student products Classroom observation

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

Literacy Leadership Team will review student writing samples Assistant Principal will conduct classroom observation

Person or Persons Responsible

Literacy Leadership Team Assistant Principal

Target Dates or Schedule

Monthly August 2013 - June 2014

Evidence of Completion

Student products Lesson Plans

Plan to Monitor Effectiveness of G3.B1.S1

Literacy Leadership Team and Assistant Principal will review students writing samples and make recommendations for instructional strategies

Person or Persons Responsible

Literacy Leadership Team Assistant Principal

Target Dates or Schedule

Monthly August 2013-June 2014

Evidence of Completion

Student responses to monthly prompts

G4. Math On the 2013 FCAT 2.0 Math 80% of the students at NSESIB k-8 scored at Level3 or above. Our goal on the 2014 FCAT 2.0 Math is 83%, and increase of 3%.

G4.B1 On the 2013 FCAT 2.0 Math 75% of the Black students scored at a level 3 and above. The goal for 2013 was 83%. Students need support in problem solving, fractions, ratios, proportions, statistics, geometry and measurement.

G4.B1.S1 Provide opportunities for students to identify, describe and apply inverse property to solve multiplication and division problems, identify and plot ordered pairs and perform a single-unit conversion including determining elapsed time and apply skills to real world problems. Infuse technology using computer based programs such as SuccessMaker and FCAT Explorer.

Action Step 1

Monitor the use of manipulatives to make learning more concrete. Monitor the use of Graphic Organizer to analyze math vocabulary. Monitor Infuse technology through computer based programs (SuccessMaker, Riverdeep, FCAT Explorer,Gizmos, Destination Math). Review lesson plans to include opportunities to relate real world problem solving. Provide student access to computers before and after school to ensure access to all computer based programs(SuccessMaker, Riverdeep, FCAT Explorer,Gizmos, Destination Math). Ensure that that the classroom has necessary resources and access to digital information. Attend current professional development.

Person or Persons Responsible

Teacher

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Classroom Observation Student Product / Journals Data from computer based programs (SuccessMaker, Riverdeep, FCAT Explorer,Gizmos, Destination Math). Teacher generated test results

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

Monitor for fidelity in lessons plans apply inverse property to solve multiplication and division problems, identify and plot ordered pairs and perform a single-unit conversion including determining elapsed time and apply skills to real world problems. Ensure the use of computer based programs to ensure students are utilizing programs (SuccessMaker, Riverdeep, FCAT Explorer, Gizmos, Destination Math). Ensure lesson plans include opportunities to relate real world problem solving. Provide student access to computers before and after school to ensure access to all computer based programs (SuccessMaker, Riverdeep, FCAT Explorer, Gizmos, Destination Math). Ensure that all teachers have necessary resources and access to digital information. Ensure and support professional development.

Person or Persons Responsible

Assistant principal Leadership Team MTSS RTI

Target Dates or Schedule

August 2013 - June 2014 On-going

Evidence of Completion

Classroom Observations Teacher generated test results Data from computer based programs

Plan to Monitor Effectiveness of G4.B1.S1

Monitor for effectiveness by conducting classroom observations and reviewing reports from computer based programs and teacher generated assessments. Monitor the use of graphic organizer to analyze math vocabulary. Monitor integration of technology through computer based programs (SuccessMaker, Riverdeep, FCAT Explorer, Gizmos and Destination Math). Review lesson plans to include opportunities relate real world problems. Provide student access to computers before and after school to ensure access to all computer based programs. Ensure that all teachers have necessary resources and access to digital information. Provide ongoing support for all teachers through professional development. Provide suggestions for changes where needed.

Person or Persons Responsible

Assistant principal Leadership Team MTSS RTI

Target Dates or Schedule

August 2013 - June 2014 On-going

Evidence of Completion

Classroom Observations Teacher generated test results Data from computer based programs (SuccessMaker, Riverdeep, FCAT Explorer, Gizmos and Destination Math).

G4.B2 On the 2013 FCAT 2.0 Math 77% of the Hispanic students scored at a level 3 and above. The goal for 2013 was 78%. Students need support in problem solving, fractions, ratios, proportions geometry and measurement.

G4.B2.S1 Provide opportunities to identify, describe and apply inverse property to solve multiplication and division problems, identify, interpret, compare and analyze line graphs or double bar graphs to represent a given set of data and apply skills to real world problems. Infuse technology using computer based programs such as SuccessMaker, Gizmo and FCAT Explorer.

Action Step 1

Monitor the use of manipulatives to make learning more concrete. Monitor the use of Graphic Organizer to analyze math vocabulary. Infuse technology through computer based programs. Review lesson plans to include opportunities to relate real world problem solving. Provide student access to computers before and after school to ensure access to all computer based programs. Ensure that the classroom has necessary resources and access to digital information. Attend current professional development.

Person or Persons Responsible

Teacher

Target Dates or Schedule

2013-2014 On - Going

Evidence of Completion

Classroom Observation Student Product / Journals Data from computer based programs (SuccessMaker, Riverdeep, FCAT Explorer, Gizmos, Destination Math) Teacher generated test results

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

Monitor for fidelity in lessons applying inverse property to solve multiplication and division problems, identify, interpret, compare and analyze line graphs or double bar graphs to represent a given set of data and apply skills to real world problems. Ensure the use of computer based programs (SuccessMaker, Riverdeep, FCAT Explorer, Gizmos, Destination Math). Provide student access to computers before and after school to ensure access to all computer based programs. Ensure that all teachers have necessary resources and access to current digital information. Provide ongoing support for all teachers through professional development.

Person or Persons Responsible

Assistant Principal Leadership Team MTSS RTI

Target Dates or Schedule

2013-2014 On-going

Evidence of Completion

Classroom Observation Student Product / Journals Data from computer based programs (SuccessMaker, Riverdeep, FCAT Explorer, Gizmos, Destination Math). Teacher generated test results

Plan to Monitor Effectiveness of G4.B2.S1

Monitor for effectiveness by utilizing data from computer based programs reports (SuccessMaker, Riverdeep, FCAT Explorer, Gizmos, Destination Math). Provide student access to computers before and after school to ensure access to all computer based programs. (SuccessMaker, Riverdeep, FCAT Explorer, Gizmos, Destination Math). Ensure that all teachers have necessary resources and access to current digital information. Provide ongoing support for all teachers through professional development.

Person or Persons Responsible

Assistant Principal Leadership Team MTSS RTI

Target Dates or Schedule

2013 - 2014 On-going

Evidence of Completion

Classroom Observation Student Product / Journals Data from computer based programs (Success Maker, Riverdeep and GIZMO). Teacher generated test results

G4.B3 On the 2013 FCAT 2.0 Math 84% of the White students scored at a level 3 and above. The goal for 2013 was 85%. Students need support problem solving, statistics, geometry and measurement.

G4.B3.S1 Provide opportunities for to identify, describe and apply inverse property to solve multiplication and division problems, identify, interpret, compare and analyze line graphs or double bar graphs to represent a given set of data and apply skills to real world problems. Infuse technology using computer based programs such as SuccessMaker, Riverdeep, Gizmo and FCAT Explorer.

Action Step 1

Monitor the use of manipulatives to make learning more concrete. Implement the use of Graphic Organizer to analyze math vocabulary. Infuse technology through computer based programs. (SuccessMaker, Riverdeep, Gizmo and FCAT Explorer) Review lesson plans to include opportunities to relate real world problem solving. Provide student access to computers before and after school to ensure access to all computer based programs.

Person or Persons Responsible

Teacher

Target Dates or Schedule

2013-2014 On-going

Evidence of Completion

Classroom Observations Lesson Plans Reports from computer based programs (SuccessMaker, Riverdeep, Gizmo and FCAT Explorer). Student Work

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

Monitor for fidelity in the use of manipulatives to make learning more concrete and integration of graphic organizer to analyze math vocabulary. Monitor the use technology through computer based programs. (SuccessMaker, Riverdeep, Gizmo and FCAT Explorer). Review lesson plans to include opportunities to relate real world problem solving. Provide student access to computers before and after school to ensure access to all computer based programs (SuccessMaker, Riverdeep, Gizmo and FCAT Explorer). Ensure that all teachers have necessary resources and access to digital information. Provide ongoing support for all teachers through professional development.

Person or Persons Responsible

Assistant Principal Leadership Team MTSS RTI

Target Dates or Schedule

2013-2014 On-going

Evidence of Completion

Students Work Classroom Observation Reports computer based programs

Plan to Monitor Effectiveness of G4.B3.S1

Monitor for effectiveness in the use of graphic organizers to analyze text & vocabulary, integration of technology. Validate student access of before and after school to computer based programs before and after school. Review lesson plans to include opportunities relate real world problem solving. Ensure that all teachers have necessary resources and access to digital information. Provide ongoing support for all teachers through professional development. Provide suggestions for changes where needed.

Person or Persons Responsible

Assistant Principal Leadership Team MTSS RTI

Target Dates or Schedule

2013-2014 On-going

Evidence of Completion

Classroom Observation Lesson Plans Student work Reports from computer based programs (SuccessMaker, Riverdeep, Gizmo and FCAT Explorer)

G4.B4 On the 2013 FCAT 2.0 Math 67% of the ELL students scored at a level 3 and above. The goal for 2013 was 71%. Students need support in problem solving, fractions, ratios, proportions, statistics, geometry and measurement.

G4.B4.S1 Utilize manipulatives to make learning more concrete Use fractions in real world situations. Provide student access to computers before and after school to ensure access to all computer based programs. Ensure that all teachers have necessary resources and access to digital information. Provide ongoing support for all mathematics teachers through professional development.

Action Step 1

Monitor the use of manipulatives to make learning more concrete. Integrate the use of Graphic Organizer to analyze math vocabulary. Infuse technology through computer based programs. Review lesson plans to include opportunities to relate real world problem solving. Provide student access to computers before and after school to ensure access to all computer based programs. Ensure that the classroom has all necessary resources and access to digital information. Attend current professional development.

Person or Persons Responsible

Teacher

Target Dates or Schedule

2013 -2014 On-going

Evidence of Completion

Classroom Observation Student Product / Journals Data from computer based programs Teacher generated test results

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

Monitor for fidelity in the use of manipulatives to make learning more concrete, graphic organizer to analyze math vocabulary. Monitor integration of technology through data retrieved from computer based programs (SuccessMaker, Riverdeep, Gizmo and FCAT Explorer). Review lesson plans to include opportunities that relate real world problem solving. Provide student access to computers before and after school to ensure access to all computer based programs. Ensure that all teachers have necessary resources and access to digital information. Provide ongoing support for all teachers through professional development.

Person or Persons Responsible

Assistant Principal Leadership Team MTSS RTI

Target Dates or Schedule

2013-2014 Leadership Team

Evidence of Completion

Classroom Observation Student Product / Journals Data from computer based programs Teacher generated test results

Plan to Monitor Effectiveness of G4.B4.S1

Monitor for effectiveness of manipulatives to make learning more concrete, graphic organizers to analyze math vocabulary, integration technology through computer based programs. Review lesson plans to include opportunities to relate real world problem solving. Make necessary adjustments to strategies where needed.

Person or Persons Responsible

Assistant Principal Leadership Team MTSS RTI

Target Dates or Schedule

2013-2014 On-going

Evidence of Completion

Classroom Observation Student Product / Journals Data from computer based programs Teacher generated test results

G4.B5 On the 2013 FCAT 2.0 Math 50% of the SWD students scored at a level 3 and above. The goal for 2013 was 58%. Students need support in problem solving, fractions, ratios, proportions geometry and measurement.

G4.B5.S1 Provide opportunities for to identify, describe and apply inverse property to solve multiplication and division problems, identify, interpret, compare and analyze line graphs or double bar graphs to represent a given set of data and apply skills to real world problems Infuse technology using computer based programs such as SuccessMaker, Gizmo and FCAT Explorer.

Action Step 1

Monitor use of Graphic Organizer to analyze math vocabulary. Monitor Infuse technology through computer based programs. Review lesson plans to include opportunities to relate real world problem solving. Provide student access to computers before and after school to ensure access to all computer based programs (Success Maker, Riverdeep, Destination Math, FCAT Explorer and Gizmos). Ensure that the classroom has the necessary resources and access to digital information. Attend current professional development.

Person or Persons Responsible

Teacher

Target Dates or Schedule

2013-2014 On-Going

Evidence of Completion

Classroom Observation Student Product / Journals Data from computer based programs (Success Maker, Riverdeep, Destination Math, FCAT Explorer and Gizmos) Teacher generated test results

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

Monitor for fidelity in the use of graphic organizers to analyze math vocabulary. Ensure integration of technology through the use computer based programs (Success Maker, Riverdeep, Destination Math, FCAT Explorer and Gizmos) Review lesson plans to include opportunities to relate real world problem solving. Provide student access to computers before and after school to ensure access to all computer based programs. Ensure that all teachers have necessary resources and access to digital information. Provide ongoing support for all teachers through professional development.

Person or Persons Responsible

Assistant Principal Leadership Team MTSS RTI

Target Dates or Schedule

2013-2014 Leadership Team

Evidence of Completion

Classroom Observation Student Product / Journals Data from computer based programs (Success Maker, Riverdeep, Destination Math, FCAT Explorer and Gizmos) Teacher generated test results

Plan to Monitor Effectiveness of G4.B5.S1

Monitor for effectiveness in the use of manipulatives to make learning more concrete. Ensure that the use of graphic organizers to analyze math vocabulary is helping students with problem solving. Monitor technology integration through computer based programs (Success Maker, Riverdeep, Destination Math, FCAT Explorer and Gizmos). Review lesson plans to include opportunities to relate real world problem solving. Provide student access to computers before and after school to ensure access to all computer based programs. Ensure that all teachers have necessary resources and access to digital information. Provide ongoing support for all teachers through professional development. Provide suggestions for changes where needed.

Person or Persons Responsible

Assistant Principal Leadership Team MTSS RTI

Target Dates or Schedule

2013-2014 On-Going

Evidence of Completion

Classroom Observation Student Product / Journals Data from computer based programs Teacher generated test results

G4.B6 Based on the results of the 2013 FCAT 2.0 Mathematics , students scoring at Achievement Level 3 demonstrated a need for additional support in Reporting Category Operations and Problems Based on the results of the 2013 FCAT 2.0 Mathematics , Reporting Category Expressions, Equations and Statistics

G4.B6.S1 Utilize manipulatives to make learning more concrete Use fractions in real world situations . Provide student access to computers before and after school to ensure access to all computer based programs. Ensure that all teachers have necessary resources and access to digital information Provide ongoing support for all mathematics teachers through professional development.

Action Step 1

Utilize manipulatives to make learning more concrete. Use fractions, reporting category expressions, equations and statistics in real world situations. Provide student access to computers before and after school to ensure access to all computer based programs (SuccessMaker, Destination Math, Gizmos, FCAT Explorer and Riverdeep). Provide before, after and during school tutoring Ensure that all teachers have necessary resources and access to digital information. Provide ongoing support for all mathematics teachers through professional development.

Person or Persons Responsible

Teacher

Target Dates or Schedule

2013-2014 On-Going

Evidence of Completion

Classroom Observation Student Product / Journals Data from computer based programs (SuccessMaker, Destination Math, Gizmos, FCAT Explorer and Riverdeep). Teacher generated test results

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

Monitor for fidelity in the utilization of manipulatives to make learning more concrete and the use fractions, reporting category expressions, equations and statistics in real world situations. Provide student access to computers before and after school to ensure access to all computer based programs (SuccessMaker, Destination Math, Gizmos, FCAT Explorer and Riverdeep). Ensure that all teachers have necessary resources and access to digital information Provide ongoing support for all mathematics teachers through professional development

Person or Persons Responsible

Assistant Principal Leadership Team MTSS RTI

Target Dates or Schedule

2013-2014 On-Going

Evidence of Completion

Classroom Observation Student Product / Journals Data from computer based programs (SuccessMaker, Destination Math, Gizmos, FCAT Explorer and Riverdeep). Teacher generated test results

Plan to Monitor Effectiveness of G4.B6.S1

Monitor for effectiveness of using manipulatives to make learning more concrete and graphic organizer to analyze math vocabulary. Validate the integration of technology through computer based programs (SuccessMaker, Destination Math, Gizmos, FCAT Explorer and Riverdeep). Review lesson plans to include opportunities to relate real world problem solving. Provide student access to computers before and after school to ensure access to all computer based programs. Ensure that all teachers have necessary resources and access to digital information. Provide ongoing support for all teachers through professional development. Provide suggestions for changes where needed.

Person or Persons Responsible

Assistant Principal Leadership Team MTSS RTI

Target Dates or Schedule

2013-2014 On-Going

Evidence of Completion

Classroom Observation Student Product / Journals Data from computer based programs Teacher generated test results

G4.B7 Based on the results of the 2013 FCAT 2.0 Mathematics, students scoring at Achievement Level 4 or above demonstrated a need for additional support in Reporting Category Operations and Problems, Reporting Category Expressions, Equations and Statistics.

G4.B7.S1 Utilize manipulatives to make learning more concrete Use Reporting Category Operations and Problems, Reporting Category Expressions, Equations and Statistics in real world situations . Provide student access to computers before and after school to ensure access to all computer based programs. Ensure that all teachers have necessary resources and access to digital information Provide ongoing support for all mathematics teachers through professional development.

Action Step 1

Monitor the use of manipulatives to make learning more concrete. Monitor the use of Graphic Organizer to analyze math vocabulary. Monitor Infuse technology through computer based programs. Review lesson plans to include opportunities to relate real world problem solving. Provide student access to computers before and after school to ensure access to all computer based programs (SuccessMaker, Riverdeep, Destination Math, FCAT Explorer & Gizmos). Ensure the classroom has the necessary resources and access to digital information. Provide ongoing support for all teachers through professional development.

Person or Persons Responsible

Teacher

Target Dates or Schedule

2013-2014 On-Going

Evidence of Completion

Classroom Observation Student Product / Journals Data from computer based programs (SuccessMaker, Riverdeep, Destination Math, FCAT Explorer & Gizmos). Teacher generated test results

Plan to Monitor Fidelity of Implementation of G4.B7.S1

Monitor for fidelity in the use of manipulatives to make learning more concrete & Graphic Organizer to analyze math vocabulary. Monitor the integration of technology through computer based programs (SuccessMaker, Riverdeep, Destination Math, FCAT Explorer & Gizmos). Review lesson plans to include opportunities to relate real world problem solving. Provide student access to computers before and after school to ensure access to all computer based programs. Ensure that all teachers have necessary resources and access to digital information. Provide ongoing support for all teachers through professional development.

Person or Persons Responsible

Assistant Principal Leadership Team MTSS RTI

Target Dates or Schedule

2013-2014 On-Going

Evidence of Completion

Classroom Observation Student Product / Journals Data from computer based programs Teacher generated test results

Plan to Monitor Effectiveness of G4.B7.S1

Monitor for effectiveness of manipulatives to make learning more concrete and graphic organizer to analyze math vocabulary. Validate the use of technology through computer based programs (SuccessMaker, Riverdeep, Destination Math, FCAT Explorer & Gizmos). Review lesson plans to include opportunities to relate real world problem solving. Ensure students access to computers before and after school to ensure access to all computer based programs. Ensure that all teachers have necessary resources and access to digital information. Provide ongoing support for all teachers through professional development. Provide suggestions for changes where needed.

Person or Persons Responsible

Assistant Principal Leadership Team MTSS RTI

Target Dates or Schedule

2013-2014

Evidence of Completion

Classroom Observation Student Product / Journals Data from computer based programs (SuccessMaker, Riverdeep, Destination Math, FCAT Explorer & Gizmos) Teacher generated test results

G4.B8 Based on the results of the 2013 FCAT 2.0 Mathematics , students making learning gains need for additional support in Reporting Category Operations and Problems, Reporting Category Expressions, Equations and Statistics and Geometry and Measurement.

G4.B8.S1 Utilize manipulatives to make learning more concrete. Use fractions, reporting category operations and problems, reporting category Expressions, equations and statistics and geometry and measurement in real world situations. Provide student access to computers before and after school to ensure access to all computer based programs. Ensure that all teachers have necessary resources and access to digital information. Provide ongoing support for all mathematics teachers through professional.

Action Step 1

Monitor the use of manipulatives to make learning more concrete. Monitor the use of Graphic Organizer to analyze math vocabulary. Monitor Infuse technology through computer based programs. Review lesson plans to include opportunities to relate real world problem solving. Provide student access to computers before and after school to ensure access to all computer based programs (SuccessMaker, Riverdeep, FCAT Explorer,Gizmos, Destination Math). Ensure that all teachers have necessary resources and access to digital information. Provide ongoing support for all teachers through professional development.

Person or Persons Responsible

Teacher

Target Dates or Schedule

2013-2014 On-going

Evidence of Completion

Classroom Observation Student Product / Journals Data from computer based programs (SuccessMaker, Riverdeep, FCAT Explorer,Gizmos, Destination Math). Teacher generated test results

Plan to Monitor Fidelity of Implementation of G4.B8.S1

Monitor for fidelity in the use of manipulatives to make learning more concrete and graphic organizers to analyze math vocabulary. Monitor integration of technology through computer based programs (SuccessMaker, Riverdeep, FCAT Explorer, Gizmos, Destination Math). Review lesson plans to include opportunities to relate real world problem solving. Provide student access to computers before and after school to ensure access to all computer based programs (SuccessMaker, Riverdeep, FCAT Explorer, Gizmos, Destination Math). Ensure that all teachers have necessary resources and access to digital information. Provide ongoing support for all teachers through professional development.

Person or Persons Responsible

Assistant Principal Leadership Team MTSS RTI

Target Dates or Schedule

2013-2014 On-going

Evidence of Completion

Classroom Observation Student Product / Journals Data from computer based programs (SuccessMaker, Riverdeep, FCAT Explorer, Gizmos, Destination Math) Teacher generated test results

Plan to Monitor Effectiveness of G4.B8.S1

Monitor for effectiveness of manipulatives to make learning more concrete and graphic organizers to analyze math vocabulary. Validate the integration technology through computer based programs (SuccessMaker, Riverdeep, FCAT Explorer, Gizmos, Destination Math). Review lesson plans to include opportunities to relate real world problem solving. Provide student access to computers before and after school to ensure access to all computer based programs (SuccessMaker, Riverdeep, FCAT Explorer, Gizmos, Destination Math). Ensure that all teachers have necessary resources and access to digital information. Provide ongoing support for all teachers through professional development. Provide suggestions for changes where needed.

Person or Persons Responsible

Assistant Principal Leadership Team MTSS RTI

Target Dates or Schedule

2013-2014 On-going

Evidence of Completion

Classroom Observation Student Product / Journals Data from computer based programs (SuccessMaker, Riverdeep, FCAT Explorer, Gizmos, Destination Math). Teacher generated test results

G4.B9 Based on the results of the 2013 FCAT 2.0 Mathematics , third and fourth grade students in the lowest 25% need for additional support in Reporting Category Operations and Problems, Reporting Category Geometry and Measurements.

G4.B9.S1 Provide opportunities for to identify, describe and apply inverse property to solve multiplication and division problems, identify, interpret, compare and analyze line graphs or double bar graphs to represent a given set of data and apply skills to real world problems. Infuse technology using computer based programs such as SuccessMaker, Gizmo, Riverdeep, Destination Math and FCAT Explorer.

Action Step 1

Monitor the use of manipulatives to make learning more concrete. Monitor the use of Graphic Organizer to analyze math vocabulary. Monitor Infuse technology through computer based programs (SuccessMaker, Riverdeep, FCAT Explorer, Gizmos, Destination Math). Include lesson plans to include opportunities to relate real world problem solving. Provide student access to computers before and after school to ensure access to all computer based programs (SuccessMaker, Riverdeep, FCAT Explorer, Gizmos, Destination Math). Ensure the classroom has the necessary resources and access to digital information. Attend current professional development.

Person or Persons Responsible

Teacher

Target Dates or Schedule

2013-2014 Leadership Team

Evidence of Completion

Classroom Observation Student Product / Journals Data from computer based programs (SuccessMaker, Riverdeep, FCAT Explorer, Gizmos, Destination Math) Teacher generated test results

Plan to Monitor Fidelity of Implementation of G4.B9.S1

Monitor for fidelity of manipulatives to make learning more concrete and graphic organizers to analyze math vocabulary. Monitor integration of technology through computer based programs (SuccessMaker, Riverdeep, FCAT Explorer, Gizmos, Destination Math). Review lesson plans to include opportunities to relate real world problem solving. Provide student access to computers before and after school to ensure access to all computer based programs (SuccessMaker, Riverdeep, FCAT Explorer, Gizmos, Destination Math). Ensure that all teachers have necessary resources and access to digital information. Provide ongoing support for all teachers through professional development.

Person or Persons Responsible

Assistant Principal Leadership Team MTSS RTI

Target Dates or Schedule

2013-2014 On-Going

Evidence of Completion

Classroom Observation Student Product / Journals Data from computer based programs (SuccessMaker, Riverdeep, FCAT Explorer, Gizmos, Destination Math). Teacher generated test results

Plan to Monitor Effectiveness of G4.B9.S1

Monitor for effectiveness of manipulatives to make learning more concrete and graphic organizers to analyze math vocabulary. Validate the integration of technology through computer based programs (SuccessMaker, Riverdeep, FCAT Explorer, Gizmos, Destination Math). Ensure lesson plans to include opportunities to relate real world problem solving. Provide student access to computers before and after school to ensure access to all computer based programs. Ensure that all teachers have necessary resources and access to digital information. Provide ongoing support for all teachers through professional development. Provide suggestions for changes where needed.

Person or Persons Responsible

Assistant Principal Leadership Team MTSS RTI

Target Dates or Schedule

2013-2014 On-Going

Evidence of Completion

Classroom Observation Student Product / Journals Data from computer based programs (SuccessMaker, Riverdeep, FCAT Explorer, Gizmos, Destination Math). Teacher generated test results

G5. On the 2013 Algebra 1 End of Course Assessment 100% of the students scored a 4 or above. Our goal for 2014 is to achieve 100% of our students to score a 4 or above.

G5.B1 Based on the results of the 2013 Algebra 1 End of Course Assessment 100% of the students scored a 4 or above.

G5.B1.S1 Provide students with the opportunity to solve algebraic proportions in real world and mathematical contexts. Provide students with opportunities to perform set operations.

Action Step 1

Provide student access to computers before and after school to ensure access to all computer based programs (Destination Math, Holt Math, Khan Academy, Gizmos & CPalms resources). Ensure classroom has the necessary resources and access to digital information. Attend current professional development.

Person or Persons Responsible

Teacher

Target Dates or Schedule

2013-2014 On-going

Evidence of Completion

Classroom Observation Student Product / Journals Data from computer based programs (Destination Math) and District Interims. Teacher generated test results

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

Monitor for fidelity in the utilization of resources to solve algebraic proportions in real world & mathematical contexts and to perform set operations. Ensure student access to computers before and after school to ensure access to all computer based programs . Ensure that all teacher has the necessary resources and access to digital information. Provide ongoing support for all mathematics teachers through professional development.

Person or Persons Responsible

Assistant Principal Leadership Team

Target Dates or Schedule

2013-2014 On-going

Evidence of Completion

Classroom Observation Student Product / Journals Data from computer based programs (Destination Math) and District Interims. Teacher generated test results

Plan to Monitor Effectiveness of G5.B1.S1

Monitor for effectiveness in the utilization of resources to solve algebraic proportions in real world & mathematical contexts and to perform set operations. Ensure student access to computers before and after school to ensure access to all computer based programs . Ensure that all teacher has the necessary resources and access to digital information. Provide ongoing support for all mathematics teachers through professional development. Provide suggestions for changes in strategies if needed.

Person or Persons Responsible

Assistant Principal Leadership Team

Target Dates or Schedule

2013-2014 On-going

Evidence of Completion

Classroom Observation Student Product / Journals Data from computer based programs (Destination Math) and District Interims. Teacher generated test results

G6. On the 2013 Geometry End of Course Assessment 100% of the students scored at achievement level of 5. Our goal for 2014 is to have students score at Achievement Level 5.

G6.B1 Based on the results of the 2013 Geometry End of Course Assessment 100% of the students scored at achievement level of 5.

G6.B1.S1 Provide opportunities for students to master the content so they will be able to identify and determine the types of faces and the number of faces, edges or vertices of a given polyhedron. Provide opportunities to justify and apply formulas to determine surface area, lateral area and volume of solids.

Action Step 1

Utilize digital manipulatives. Monitor student access to computers before and after school to ensure access to all computer based programs (Holt Florida Math, Destination Math, CPalms, Khan Academy, Gizmos). Ensure that classroom has the necessary resources and access to digital information. Attend current professional development.

Person or Persons Responsible

Teacher

Target Dates or Schedule

2013-2014 On-going

Evidence of Completion

Classroom Observation Student Product / Journals Data from computer based programs (Destination Math) and District Interims. Teacher generated test results

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

Monitor for fidelity in the utilization of digital manipulatives. Monitor student access to computers before and after school to ensure access to all computer based programs (Holt Florida Math, Destination Math, CPalms, Khan Academy, Gizmos). Ensure that the classrooms have the necessary resources and access to digital information. Ensure and support professional development.

Person or Persons Responsible

Assistant Principal Leadership Team

Target Dates or Schedule

2013-2014 On-going

Evidence of Completion

Classroom Observations Student Work Data from computer based programs (Gizmos & Destination)
Interim Assessments

Plan to Monitor Effectiveness of G6.B1.S1

Monitor for effectiveness in the utilization of digital manipulatives. Monitor student access to computers before and after school to ensure access to all computer based programs (Holt Florida Math, Destination Math, CPalms, Khan Academy, Gizmos). Ensure that the classrooms have the necessary resources and access to digital information. Ensure and support professional development. Provide suggestions for changes in strategies if needed.

Person or Persons Responsible

Assitant Principal Leadership Team

Target Dates or Schedule

2013 - 2014 On-going

Evidence of Completion

Classroom Observations Student Work Data from computer based programs (Gizmos & Destination)
Interim Assessments

G7. Science On the 2013 FCAT 2.0 Science, 38% of the fifth grade students at NSE SIB K8 scored at Level 3.0 or above. The 2014 target was 35%. Our goal is to maintain or increase the percent of students scoring Level 3 or above on the 2014 FCAT Science.

G7.B1 Based on the 2013 FCAT 2.0 Science, 31% of the fifth grade students scored at Achievement Level 3. The goal for 2014 is 33%. Students need support in the Nature of Science Cluster

G7.B1.S1 Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic so that students can formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data and defend conclusions. Encourage students to write about their experiences

Action Step 1

Follow the Florida Continuous Improvement Model. Plan collaboratively using the District Pacing Guide. Conduct hands-on science explorations to complement lessons. Maintain science journals. Incorporate instructional technology resources such as Gizmos, FCAT Explorer.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Review of science journals Review of lab reports

Facilitator:

Sebastian Odonne

Participants:

5th Grade Science teachers

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

Administration will monitor lesson plans and team meetings

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing August 2013 - 2014

Evidence of Completion

Minutes of team meetings Review of lesson plans Classroom observations of hands-on labs

Plan to Monitor Effectiveness of G7.B1.S1

Administration will review data from formative assessments and school based assessments with teachers.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing August 2013 - June 2014

Evidence of Completion

Track student progress on formative assessments

G7.B2 Based on the 2013 FCAT 2.0 Science, 36% of the fifth grade students scored at Achievement Level 4 or above. The goal for 2014 is 37%. Students need support in the Nature of Science Cluster

G7.B2.S1 Monitor and support the implementation of high order questioning strategies to increase student conceptual understanding so that students will be able to refine and revise scientific explanations based on experimentation. Provide opportunities for students write about these concepts. Integrate P-Sell strategies to build inquiry skills

Action Step 1

Follow the Florida Continuous Improvement Model. Plan collaboratively using the District Pacing Guide. Conduct hands- on science explorations to complement lessons Maintain science journals. Incorporate instructional technology resources such as Gizmos, FCAT Explorer

Person or Persons Responsible

Assistant Principal Leadership Team

Target Dates or Schedule

Ongoing August 2013 - June2014

Evidence of Completion

Review science journals Review reports from computer based programs

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

Administration will monitor lesson plans and team meetings

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Ongoing August 2013 - June 2014

Evidence of Completion

Minutes of team meetings Observation on hands-on activities

Plan to Monitor Effectiveness of G7.B2.S1

Administration will review data from formative assessments and school based assessments with teachers.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing August 2013 - June 2014

Evidence of Completion

Data from District Assessments Data from teacher generated assessments

G8. Science On the 2013 FCAT 2.0 Science, 34% of the eighth grade students at NSE SIB K8 scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is to increase the percent of students scoring Level 3 or above to 35%.

G8.B1 On the 2013 FCAT 2.0 Science, 21% of the eighth grade students scored at Level 3. Students need support in Nature of Science Cluster

G8.B1.S1 Explore scientific concepts through laboratory experiences, projects and outdoor activities. Develop higher level critical thinking skills through inquiry based activities Use science literature and inquiries to explain the natural world through the analysis and interpretation of evidence in order to solve problems and make decisions.

Action Step 1

Plan collaboratively using the District Pacing Guide. Promote critical thinking through Model Eliciting Activities (MEAs) Incorporate instructional technology resources such as Gizmos, FCAT Explorer Follow the Florida Continuous Improvement Model

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly August 2013 - June 2014

Evidence of Completion

Classroom observations/Lesson Plans Reports from computer based programs

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

Administration will monitor lesson plans and team meetings

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Quarterly August 2013 - June 2014

Evidence of Completion

Minutes of team meetings Classroom observations and Lesson Plans Student work folders

Plan to Monitor Effectiveness of G8.B1.S1

Administration will review data from formative assessments and school based assessments with teachers and make recommendations for instructional modifications.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

August 2103 - June 2014

Evidence of Completion

Track data from Interims and teacher generated tests

G8.B2 On the 2013 FCAT 2.0 Science, 47% of the eighth grade students scored at Level 4 or above. Students in eighth grade demonstrated a need for additional support in the Physical Science Cluster

G8.B2.S1 Develop Higher-Order Questioning Strategies to enhance student thinking so that students will be able to identify and explain Earth changes due to weathering, erosion and plate tectonics. Increase rigor in science writing and provide evidence through science journals that include claims, evidence and reasoning.

Action Step 1

Plan collaboratively using the District Pacing Guide. Incorporate instructional technology resources such as Gizmos, FCAT Explorer. Maintain science journals. Engage students in hands-on activities in the Science Lab. Follow the Florida Continuous Improvement Model

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly August 2013 - June 2014

Evidence of Completion

Science journals Minutes of team meetings Student work folders

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

Administration will monitor lesson plans and team meetings

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing August 2013 - June 2014

Evidence of Completion

Minutes of team meetings Lesson plans

Plan to Monitor Effectiveness of G8.B2.S1

Administration will review data from formative assessments and school based assessments with teachers and make recommendations for new instructional strategies

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing August 2013 - June 2014

Evidence of Completion

Review of data from formative assessments including teacher generated tests

G9. STEM During the 2012-2013 school year, the students at NSE SIB KI8 participated in 10 STEM related activities. Our goal for 2013-2014 is to increase this by 20% to 12 STEM related activities.

G9.B1 Students need additional opportunities to participate in STEM related activities.

G9.B1.S1 Continue to involve students in Science Fair activities; Science Camps, SECME club, Science Night, math and science competitions and science related field trips

Action Step 1

Ensure that all 5th-8th grade students and selected 3rd and 4th grade students participate in the Elementary and/or Middle School Science Fairs. Encourage increased participation in Science Camps and SECME. Continue to promote science related field trip and attendance on Science Night

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly August 2013 - June 2014

Evidence of Completion

Maintain logs of student participation Maintain a list of STEM related activities

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

Maintain attendance sheets and sign in sheets for each event. Maintain a roster of events

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Review attendance logs Review events log

Plan to Monitor Effectiveness of G9.B1.S1

Maintain a dialogue with sponsors of clubs and activities with administration to assess effectiveness of each activity and feasibility of more events

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

August 2013 - 2014

Evidence of Completion

Minutes of meetings

G10. Career and Technical Education (CTE) Our goal for 2013-2014 is to increase the opportunities to integrate career and technical education content throughout the curriculum

G10.B1 Career and technical education is integrated throughout the curriculum and through extra-curricular activities.

G10.B1.S1 Expand the number of opportunities to integrate career and technical education throughout the curriculum by encouraging more students to participate in community-wide events. Continue Career Day for middle school

Action Step 1

Continue discussions with the high school on ways to integrate career and technical education in the middle school curriculum

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly August 2013 - June 2014

Evidence of Completion

Minutes of meetings

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

Document discussions with high school and share information with middle school teachers:

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Quarterly August 2013 - June 2014

Evidence of Completion

Minutes of meetings

Plan to Monitor Effectiveness of G10.B1.S1

Administration will monitor the opportunities for integration. and determine feasibility of integrating additional programs

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Log of New opportunities

G11. Civics On the 2013 Civics baseline test, 99% of the 7th grade students were non Proficient. Our goal is to decrease the percent of students scoring non proficient on the Civics post test in May 2014 to 35%.

G11.B1 Students need additional support in mastering Civics vocabulary

G11.B1.S1 Implement District lesson plans with assessments aligned to Benchmarks. Provide activities which help students develop an understanding of the content-specific vocabulary. Support writing across the curriculum initiative

Action Step 1

Ensure that all students participate in the District's baseline, winter and spring interim assessments. Ensure that students master common core state standards for literacy, writing and speaking through Civics content. Follow Florida Continuous Improvement Model

Person or Persons Responsible

Teacher MTSS/RTI

Target Dates or Schedule

Monthly August 2013 - June 2014

Evidence of Completion

Data from District assessments Participation in writing contests

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

Conduct regular on-going planning sessions to ensure that the Civics curriculum is taught with fidelity. Assistant Principal assigned to Middle School will monitor meetings and lessons plans Implement Florida Continuous Improvement Model

Person or Persons Responsible

Assistant Principal Department Chairs MTSS/RTI

Target Dates or Schedule

Monthly August 2013 - June 2014

Evidence of Completion

Minutes of planning sessions Lesson Plans Classroom Observations

Plan to Monitor Effectiveness of G11.B1.S1

The Civics teachers and administration will review data from each of the District assessments and modify instruction as needed. Identify Struggling students and implement an intervention Implement Florida Continuous Improvement Model

Person or Persons Responsible

Assistant Principal Department Chair MTSS/RTI

Target Dates or Schedule

Quarterly August 2013 - June 2014

Evidence of Completion

Monitor Data from assessments Rosters from before/after school intervention

G12. Early Warning Systems In 2013, 186 (10%) students missed 10% of instructional time and 198 (11%) students received two or more behavioral referrals Our 2014 goal is to reduce the percent of students missing 10% or more to 9% and the referrals to 10%.

G12.B1 Transportation issues, family trips and dual start times (K-1; 2-8) create absences and tardies that impact student achievement. Parents and students are unaware of consequences of absenteeism and inappropriate behavior and their impact on learning

G12.B1.S1 Identify and conference with all students who missed 10% or more of available instructional time last year and retained students to monitor performance. Invite parents to attend a meeting to develop a plan of action. Implement recommendations of Attendance Committee including contacting parents, arranging parent conferences, rewarding good attendance and implementing a PTSA sponsored attendance incentive program

Action Step 1

Inform students and parents in writing about school policy on absences; plan activities by grade level as a reward for good attendance; develop calendar with PTSA for incentive programs and share with staff. Maintain close communication with parents of retained students and determine future steps (referral). Inform parents and students of requirements for passing grade and impact of failure.

Person or Persons Responsible

Assistant Principal Counselors

Target Dates or Schedule

Monthly August 2013 - June 2014

Evidence of Completion

Copies of letters and emails and connect ed messages

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

Leadership team, Counselors and Attendance Committee will review attendance/tardy reports, parent conference minutes and teacher referrals. Leadership Team will review student achievement (report cards, test grades, Interim grades) of retained students

Person or Persons Responsible

Assistant Principal Counselor Attendance Committee

Target Dates or Schedule

Monthly August 2013 - June 2014

Evidence of Completion

Review of all relevant data

Plan to Monitor Effectiveness of G12.B1.S1

Counselors and administration will monitor targeted students attendance, behavioral and academic performance records and make recommendations

Person or Persons Responsible

Assistant Principal Attendance committee Counselors

Target Dates or Schedule

Monthly August 2013 - June 2014

Evidence of Completion

Reports from Counselors on attendance, behavioral and academic performance

G13. Parent Involvement Percent of K - 5 parents participating in 3 or more school activities rose 4 percentage points from 12% in 2012 to 16% in 2013. Our goal for 2014 is to increase the level of participation to 20%, an increase of 4 percentage points.

G13.B1 For the past two years, NSE-SIIB K-8 has tracked parental involvement with a parent survey based on the Very Involved Parent model . The number/percent of parents who attended 3 or more school events rose by 4% from 12% (253) in 2012 to (16%) to 288 families during the 2013 school year. NSE SIB K8 is a multilingual community, however the parents of low achieving and multilingual students are not as involved as other parents.

G13.B1.S1 Provide multilingual oral and written communication whenever possible regarding parent meetings and workshops and have Spanish and Russian translators at the meetings and workshops Increase the number of active room parents Continue to communicate through websites, Parent Express, and marquee announcements

Action Step 1

Secure room parents at Open House and PTSA meetings Create a partnership with PTSA officer in charge of room mothers and Leadership Team to encourage participation of parents of low achieving students and multilingual parents Maintain accurate sign in log Distribute Very Involved Parent forms Contact parents of lowest 25% through connect ed messages

Person or Persons Responsible

Teachers Assistant Principal

Target Dates or Schedule

Quarterly August 2013 - June 2014

Evidence of Completion

Review sign in logs Review list of room mothers

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

Review sign-in logs from PTSA meetings and workshops Distribute Very Involved Parent forms

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Quarterly August 2013 - June 2014

Evidence of Completion

Minutes from meetings Sign in Sheets for workshops Very Involved Parent forms

Plan to Monitor Effectiveness of G13.B1.S1

Track the performance of low achieving and multilingual students with regard to parental involvement
Implement new strategies if necessary to increase participation of parents of low achieving and multilingual students

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Quarterly August 2013 - June 2014

Evidence of Completion

Data from minutes and student performance Reports of students grades Very Involved Parent forms

G14. Parent Involvement Percent of Gr 6-8 parents participating in 3 or more school activities rose 4 percentage points from 12% in 2012 to 16% in 2013. Our goal for 2014 is to increase the level of participation to 20%, an increase of 4 percentage points.

G14.B1 Middle school students do not transmit information to parents with fidelity.

G14.B1.S1 Improve communication with parents through Connect Ed messages, teacher websites and distribution lists.

Action Step 1

Post information on school website, teacher websites, PTSA website and Connect Ed messages directed to the targeted group Provide more opportunities to engage middle school parents Maintain sign in sheets

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly August 2013 - June 2014

Evidence of Completion

Postings on websites Copies of Connect Ed messages

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

Review websites Review sign in logs Review Connect Ed messages Review list of meetings/workshops

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Quarterly August 2013 0 June 2014

Evidence of Completion

Sign in logs Connect Ed messages Roster of meetings and workshops

Plan to Monitor Effectiveness of G14.B1.S1

Review lists and determine if middle school parents are participating. Implement new strategies as necessary

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Quarterly August 2013 - June 2014

Evidence of Completion

Increased number of parents attending school events

Coordination and Integration

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

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

Title III Funds

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students.

Nutrition Programs: The school adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The school Food Service Program, school breakfast, school lunch and after care snacks follows the Healthy Food and Beverage guidelines as adopted in the District's Wellness Policy.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Reading On the 2013 FCAT 2.0 Reading, 75% of the students at NSESIB K8 scored 3 or above. Our goal is to increase the percent of students scoring at Level 3 or above on the 2014 FCAT 2.0 Reading to 80%, an increase of 5 percentage points. .

G1.B1 Barrier: Based on the results of the 2013 FCAT 2.0 Reading 70% of black students scored at Achievement Level 3 or above. The goal for 2013 was 83%. Students demonstrated a need for additional support in Reporting Category 2, Reading Application specifically identifying author's purpose.

G1.B1.S1 Strategy(ies): Implement the pacing guides with fidelity Infuse technology using SuccessMaker and Reading Plus Utilize graphic organizers to strengthen basic reading application skills such as author's perspective, main idea and chronological order

PD Opportunity 1

Provide practice in identifying author's purpose, causal relationships imbedded in text and topics and themes within the text Provide students with before, after and during school tutoring Provide student access to computers before and after school to ensure access to all computer based programs Ensure that all teachers have necessary resources and access to digital information Provide ongoing support for all reading teachers through professional development

Facilitator

Emily Brause

Participants

Reading teachers using SuccessMaker

Target Dates or Schedule

Ongoing August 2013-June 2014

Evidence of Completion

Reports of student performance on computer based programs Student products

G1.B10 Barrier: Based on the results of the 2013 FCAT 2.0 Reading 81% of students in the Lowest 25% demonstrated Learning Gains. The goal for 2014 is 83%. Students demonstrated a need for additional support in Reporting Category 1, Vocabulary specifically enriching student vocabulary.

G1.B10.S1 Infuse technology using Reading Plus Maintain word walls and journals Expose students to sets of words that are semantically related Instruct students in the differences in meaning due to context

PD Opportunity 1

Expose students to a variety of literature and genres Ensure that students write in journals Instruct students in the differences in meaning due to context Infuse computer based programs such as Reading Plus and Successmaker

Facilitator

Emily Brause

Participants

Reading teachers

Target Dates or Schedule

Ongoing August 2013 - June 2014

Evidence of Completion

Student products Reports from computer based programs

G1.B12 Based on the results of the 2013 CELLA Testing, 36% of the ELL students demonstrated proficiency in Reading. The goal for 2014 is 42%. Students demonstrated a need for additional support in expanding vocabulary, phonics skills and fluency.

G1.B12.S1 Create interactive word walls. Incorporate more visuals in daily instruction using smart board and picture cards Utilize computer based programs such as Waterford, Imagine Learning and Achieve 3000 to improve phonics skills and fluency

PD Opportunity 1

Infuse technology Utilize hands-on vocabulary cards for daily practice Integrate picture walks into lessons Build interactive word walls Continue to support Accelerated Reading program

Facilitator

Louise A. Hall-Motin

Participants

Teachers implementing Waterford, Imagine Learning, Achieve 300

Target Dates or Schedule

Ongoing - August 2013-June 2014

Evidence of Completion

Results of Accelerated Reading tests Classroom Observations Teacher generated assessments

G2. Writing On the 2013 FCAT 2.0 Writing, 70% of the 4th grade students at NSE SIB K-8 scored 3.5 or above. Our goal is to increase the percent of 4th grade students scoring at 3.5 or above on the 2014 FCAT 2.0 to 75%, a gain of 5 percentage points.

G2.B1 On the FCAT 2.0 Writing, 89% of the 4th grade students scored 3.0 or above, while only 70% scored 3.5 or above. In 4th grade the students' products reflect the need for a stronger foundation in sentence structure, spelling and grammatical mechanics.

G2.B1.S1 Emphasize the basics of sentence structure, spelling and grammatical mechanics appropriate across the curriculum. Utilize revising /editing charts, teacher conferencing, collaborative discussion and peer editing to revise the draft for development of ideas and content, logical organization, voice point of view, word choice, and sentence variation.

PD Opportunity 1

Implement the writing and grammar component of the reading series in grade 4. Implement a Figurative Language program across the curriculum to enhance writing skills. Celebrate writing through school-wide displays on hall bulletin boards.

Facilitator

Participants

Assistant Principal

Target Dates or Schedule

Monthly August 2013 - February 2014

Evidence of Completion

Lesson Plans Student products Hall displays of writing

G7. Science On the 2013 FCAT 2.0 Science, 38% of the fifth grade students at NSE SIB K8 scored at Level 3.0 or above. The 2014 target was 35%. Our goal is to maintain or increase the percent of students scoring Level 3 or above on the 2014 FCAT Science.

G7.B1 Based on the 2013 FCAT 2.0 Science, 31% of the fifth grade students scored at Achievement Level 3. The goal for 2014 is 33%. Students need support in the Nature of Science Cluster

G7.B1.S1 Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic so that students can formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data and defend conclusions. Encourage students to write about their experiences

PD Opportunity 1

Follow the Florida Continuous Improvement Model. Plan collaboratively using the District Pacing Guide. Conduct hands-on science explorations to complement lessons. Maintain science journals. Incorporate instructional technology resources such as Gizmos, FCAT Explorer.

Facilitator

Sebastian Odonne

Participants

5th Grade Science teachers

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Review of science journals Review of lab reports

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Reading On the 2013 FCAT 2.0 Reading, 75% of the students at NSESIB K8 scored 3 or above. Our goal is to increase the percent of students scoring at Level 3 or above on the 2014 FCAT 2.0 Reading to 80%, an increase of 5 percentage points. .	\$4,300
G4.	Math On the 2013 FCAT 2.0 Math 80% of the students at NSESIB k-8 scored at Level3 or above. Our goal on the 2014 FCAT 2.0 Math is 83%, and increase of 3%.	\$4,304
G7.	Science On the 2013 FCAT 2.0 Science, 38% of the fifth grade students at NSE SIB K8 scored at Level 3.0 or above. The 2014 target was 35%. Our goal is to maintain or increase the percent of students scoring Level 3 or above on the 2014 FCAT Science.	\$1,200
G12.	Early Warning Systems In 2013, 186 (10%) students missed 10% of instructional time and 198 (11%) students received two or more behavioral referrals Our 2014 goal is to reduce the percent of students missing 10% or more to 9% and the referrals to 10%.	\$3,000
Total		\$12,804

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Other	Total
EESAC	\$8,600	\$4	\$0	\$8,604
	\$0	\$0	\$0	\$0
Principal's Discretionary Funds	\$0	\$0	\$1,200	\$1,200
PTSA	\$0	\$0	\$3,000	\$3,000
Total	\$8,600	\$4	\$4,200	\$12,804

Budget Details

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

G1. Reading On the 2013 FCAT 2.0 Reading, 75% of the students at NSESIB K8 scored 3 or above. Our goal is to increase the percent of students scoring at Level 3 or above on the 2014 FCAT 2.0 Reading to 80%, an increase of 5 percentage points. .

G1.B1 Barrier: Based on the results of the 2013 FCAT 2.0 Reading 70% of black students scored at Achievement Level 3 or above. The goal for 2013 was 83%. Students demonstrated a need for additional support in Reporting Category 2, Reading Application specifically identifying author's purpose.

G1.B1.S1 Strategy(ies): Implement the pacing guides with fidelity Infuse technology using SuccessMaker and Reading Plus Utilize graphic organizers to strengthen basic reading application skills such as author's perspective, main idea and chronological order

Action Step 1

Provide practice in identifying author's purpose, causal relationships imbedded in text and topics and themes within the text Provide students with before, after and during school tutoring Provide student access to computers before and after school to ensure access to all computer based programs Ensure that all teachers have necessary resources and access to digital information Provide ongoing support for all reading teachers through professional development

Resource Type

Personnel

Resource

Before, during and after school tutorial program and materials

Funding Source

EESAC

Amount Needed

\$4,300

G1.B10 Barrier: Based on the results of the 2013 FCAT 2.0 Reading 81% of students in the Lowest 25% demonstrated Learning Gains. The goal for 2014 is 83%. Students demonstrated a need for additional support in Reporting Category 1, Vocabulary specifically enriching student vocabulary.

G1.B10.S1 Infuse technology using Reading Plus Maintain word walls and journals Expose students to sets of words that are semantically related Instruct students in the differences in meaning due to context

Action Step 1

Expose students to a variety of literature and genres Ensure that students write in journals Instruct students in the differences in meaning due to context Infuse computer based programs such as Reading Plus and Successmaker

Resource Type

Evidence-Based Program

Resource

Before, after and during school tutorial program and materials

Funding Source

Amount Needed

G4. Math On the 2013 FCAT 2.0 Math 80% of the students at NSESIB k-8 scored at Level3 or above. Our goal on the 2014 FCAT 2.0 Math is 83%, and increase of 3%.

G4.B1 On the 2013 FCAT 2.0 Math 75% of the Black students scored at a level 3 and above. The goal for 2013 was 83%. Students need support in problem solving, fractions, ratios, proportions, statistics, geometry and measurement.

G4.B1.S1 Provide opportunities for students to identify, describe and apply inverse property to solve multiplication and division problems, identify and plot ordered pairs and perform a single-unit conversion including determining elapsed time and apply skills to real world problems. Infuse technology using computer based programs such as SuccessMaker and FCAT Explorer.

Action Step 1

Monitor the use of manipulatives to make learning more concrete. Monitor the use of Graphic Organizer to analyze math vocabulary. Monitor Infuse technology through computer based programs (SuccessMaker, Riverdeep, FCAT Explorer,Gizmos, Destination Math). Review lesson plans to include opportunities to relate real world problem solving. Provide student access to computers before and after school to ensure access to all computer based programs(SuccessMaker, Riverdeep, FCAT Explorer,Gizmos, Destination Math). Ensure that that the classroom has necessary resources and access to digital information. Attend current professional development.

Resource Type

Personnel

Resource

Manipulative and supplies for science experiments

Funding Source

EESAC

Amount Needed

\$4,300

G4.B6 Based on the results of the 2013 FCAT 2.0 Mathematics , students scoring at Achievement Level 3 demonstrated a need for additional support in Reporting Category Operations and Problems Based on the results of the 2013 FCAT 2.0 Mathematics , Reporting Category Expressions, Equations and Statistics

G4.B6.S1 Utilize manipulatives to make learning more concrete Use fractions in real world situations . Provide student access to computers before and after school to ensure access to all computer based programs. Ensure that all teachers have necessary resources and access to digital information Provide ongoing support for all mathematics teachers through professional development.

Action Step 1

Utilize manipulatives to make learning more concrete. Use fractions, reporting category expressions, equations and statistics in real world situations. Provide student access to computers before and after school to ensure access to all computer based programs (SuccessMaker, Destination Math, Gizmos, FCAT Explorer and Riverdeep). Provide before, after and during school tutoring Ensure that all teachers have necessary resources and access to digital information. Provide ongoing support for all mathematics teachers through professional development.

Resource Type

Evidence-Based Program

Resource

Funding Source

EESAC

Amount Needed

\$4

G7. Science On the 2013 FCAT 2.0 Science, 38% of the fifth grade students at NSE SIB K8 scored at Level 3.0 or above. The 2014 target was 35%. Our goal is to maintain or increase the percent of students scoring Level 3 or above on the 2014 FCAT Science.

G7.B1 Based on the 2013 FCAT 2.0 Science, 31% of the fifth grade students scored at Achievement Level 3. The goal for 2014 is 33%. Students need support in the Nature of Science Cluster

G7.B1.S1 Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic so that students can formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data and defend conclusions. Encourage students to write about their experiences

Action Step 1

Follow the Florida Continuous Improvement Model. Plan collaboratively using the District Pacing Guide. Conduct hands-on science explorations to complement lessons. Maintain science journals. Incorporate instructional technology resources such as Gizmos, FCAT Explorer.

Resource Type

Other

Resource

Incentive program to improve attendance

Funding Source

Principal's Discretionary Funds

Amount Needed

\$1,200

G12. Early Warning Systems In 2013, 186 (10%) students missed 10% of instructional time and 198 (11%) students received two or more behavioral referrals Our 2014 goal is to reduce the percent of students missing 10% or more to 9% and the referrals to 10%.

G12.B1 Transportation issues, family trips and dual start times (K-1; 2-8) create absences and tardies that impact student achievement. Parents and students are unaware of consequences of absenteeism and inappropriate behavior and their impact on learning

G12.B1.S1 Identify and conference with all students who missed 10% or more of available instructional time last year and retained students to monitor performance. Invite parents to attend a meeting to develop a plan of action. Implement recommendations of Attendance Committee including contacting parents, arranging parent conferences, rewarding good attendance and implementing a PTSA sponsored attendance incentive program

Action Step 1

Inform students and parents in writing about school policy on absences; plan activities by grade level as a reward for good attendance; develop calendar with PTSA for incentive programs and share with staff. Maintain close communication with parents of retained students and determine future steps (referral). Inform parents and students of requirements for passing grade and impact of failure.

Resource Type

Other

Resource

Funding Source

PTSA

Amount Needed

\$3,000