FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 0071 - Eugenia B. Thomas K 8 Center
District: 13 - Dade
Principal: Mayra Barreira
SAC Chair: Edric Valdes
Superintendent: Mr. Alberto M Carvalho
School Board Approval Date: [pending]
Last Modified on: 11/05/2013

Address:	**Physical**	**Mailing**
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Phone Number:	305-592-7914	
Web Address:	http://ebt.dadeschools.net/	
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School Type:	Combination School			
Alternative:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	41%			
Minority:	92%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	A	A	A	A

Current School Status

School Information

School-Level Information

School Eugenia B. Thomas K 8 Center

Principal's name Mayra Barreira

School Advisory Council chair's name Edric Valdes

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

Name	Title
Chantal Harris	Assistant Principal
Maribel Rivera	Assistant Principal
Matthew Welker	Assistant Principal
Celia Fernandez	Assistant Principal

District-Level Information

District Dade

Superintendent's name Mr. Alberto M Carvalho

Date of school board approval of SIP Pending

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

Describe the membership of the SAC including position titles
The EESAC is comprised of 1 School Principal, 1 SAC Chairperson, 1 United Teachers of Dade Steward, 5 teachers and 1 alternate, 5 parents and 1 alternate, 1 student and 1 alternate, 1 Educational Support employee and 1 alternate and 3 business/community liaisons.

Describe the involvement of the SAC in the development of this school improvement plan
The EESAC is involved in developing the goals and objectives for the School Improvement Plan based on the feedback provided by each grade level/department on the End of Year SIP Recommendations/Review. Once the School Improvement Plan is drafted by the SIP Writing Team, the EESAC carefully reviews the document and makes suggestions to the SIP Writing Team. The SIP is once again reviewed and approved by the EESAC and implemented schoolwide.

Describe the activities of the SAC for the upcoming school year
The EESAC will focus on supplying instructional materials that effectively give teachers the opportunity to improve lessons in the classroom and develop different teaching strategies to have their students reach their academic goals.
The EESAC has purchased various software and audio-visual equipment that provides our students with the necessary tools to increase their reading levels, in the areas of fluency and comprehension.

Describe the projected use of school improvement funds and include the amount allocated to each project
EESAC Funds, budgeted at $7,685.00, will be used to purchase supplies for technology infused classrooms.

Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below In Compliance
If no, describe the measures being taken to comply with SAC requirements
Highly Qualified Staff This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b). 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
 # Administrators 5
 # Receiving Effective rating or higher (not entered because basis is < 10)
Administrator Information:

Mayra Barreira		
Principal	Years as Administrator: 19	Years at Current School: 10
Credentials	BA in Elementary Education MS in Elementary Education Specialist in Educational Leadership Gifted Endorsement	
Performance Record	2013 – School Grade – A Rdg. Proficiency, 70% Math Proficiency, 67% Rdg. Lrg. Gains, 73 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest, 77 points Math Imp. of Lowest, 60 points Rdg. AMO – No Math AMO – No 2012 – School Grade – A Rdg. Proficiency, 72% Math Proficiency, 68% Rdg. Lrg. Gains, 78 points Math Lrg. Gains, 78 points Rdg. Imp. of Lowest 80 points Math Imp. of Lowest 74 points Rdg. AMO – No Math AMO – Yes 2011 – School Grade – A Rdg. Proficiency, 84% Math Proficiency, 79% Rdg. Lrg. Gains, 70 points Math Lrg. Gains, 69 points Rdg. Imp. of Lowest 74 points Math Imp. of Lowest 65 points 2010 – School Grade – A Rdg. Proficiency, 84% Math Proficiency, 82% Rdg. Lrg. Gains, 73 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 71 points Math Imp. of Lowest 63 points 2009 – School Grade – A Rdg. Proficiency, 85% Math Proficiency, 81% Rdg. Lrg. Gains, 79 points Math Lrg. Gains, 77 points Rdg. Imp. of Lowest 78 points Math Imp. of Lowest 69 points	

Celia Fernandez		
Asst Principal	Years as Administrator: 21	Years at Current School: 3
Credentials	BA in Elementary Education MS Elementary Education Certification in ESOL Endorsement and Educational Leadership	
Performance Record	2013 – School Grade – A Rdg. Proficiency, 70% Math Proficiency, 67% Rdg. Lrg. Gains, 73 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest, 77 points Math Imp. of Lowest, 60 points Rdg. AMO – No Math AMO – No 2012 – School Grade – A Rdg. Proficiency, 72% Math Proficiency, 68% Rdg. Lrg. Gains, 78 points Math Lrg. Gains, 78 points Rdg. Imp. of Lowest 80 points Math Imp. of Lowest 74 points Rdg. AMO – No Math AMO – Yes 2011 – School Grade – C Rdg. Proficiency, 33% Math Proficiency, 64% Rdg. Lrg. Gains, 45 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 52 points Math Imp. of Lowest 60 points 2010 – School Grade – C Rdg. Proficiency, 33% Math Proficiency, 69% Rdg. Lrg. Gains, 47 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 46 points Math Imp. of Lowest 67 points 2009 – School Grade – C Rdg. Proficiency, 31% Math Proficiency, 68% Rdg. Lrg. Gains, 53 points Math Lrg. Gains, 75 points Rdg. Imp. of Lowest 56 points Math Imp. of Lowest 70 points	

Matthew Welker		
Asst Principal	Years as Administrator: 22	Years at Current School: 3
Credentials	BS in Chemistry BS in Science Education MS in Science Education Doctor of Education in Educational Leadership	
Performance Record	2013 – School Grade – A Rdg. Proficiency, 70% Math Proficiency, 67% Rdg. Lrg. Gains, 73 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest, 77 points Math Imp. of Lowest, 60 points Rdg. AMO – No Math AMO – No 2012 – School Grade – A Rdg. Proficiency, 72% Math Proficiency, 68% Rdg. Lrg. Gains, 78 points Math Lrg. Gains, 78 points Rdg. Imp. of Lowest 80 points Math Imp. of Lowest 74 points Rdg. AMO – No Math AMO – Yes 2011 – School Grade – A Rdg. Proficiency, 57% Math Proficiency, 83% Rdg. Lrg. Gains, 57 points Math Lrg. Gains, 76 points Rdg. Imp. of Lowest 51 points Math Imp. of Lowest 67 points 2010 – School Grade – A Rdg. Proficiency, 55% Math Proficiency, 82% Rdg. Lrg. Gains, 57 points Math Lrg. Gains, 82 points Rdg. Imp. of Lowest 71 points Math Imp. of Lowest 71 points 2009 – School Grade – B Rdg. Proficiency, 51% Math Proficiency, 78% Rdg. Lrg. Gains, 41 points Math Lrg. Gains, 76 points Rdg. Imp. of Lowest 54 points Math Imp. of Lowest 65 points	

Maribel Rivera		
Asst Principal	Years as Administrator: 3	Years at Current School: 3

Credentials	BA in Psychology
	MS in Business Administration
	Specialist in Educational Leadership
	Certification in Vocational Business 6-12
Performance Record	2013 – School Grade – A
	Rdg. Proficiency, 70%
	Math Proficiency, 67%
	Rdg. Lrg. Gains, 73 points
	Math Lrg. Gains, 70 points
	Rdg. Imp. of Lowest, 77 points
	Math Imp. of Lowest, 60 points
	Rdg. AMO – No
	Math AMO – No
	2012 – School Grade – A
	Rdg. Proficiency, 72%
	Math Proficiency, 68%
	Rdg. Lrg. Gains, 78 points
	Math Lrg. Gains, 78 points
	Rdg. Imp. of Lowest 80 points
	Math Imp. of Lowest 74 points
	Rdg. AMO – No
	Math AMO – Yes
	2011 – School Grade – B
	Rdg. Proficiency, 34%
	Math Proficiency, 64%
	Rdg. Lrg. Gains, 50 points
	Math Lrg. Gains, 70 points
	Rdg. Imp. of Lowest 59 points
	Math Imp. of Lowest 66 points
	2010 – School Grade – A
	Rdg. Proficiency, 84%
	Math Proficiency, 82%
	Rdg. Lrg. Gains, 73 points
	Math Lrg. Gains, 70 points
	Rdg. Imp. of Lowest 71 points
	Math Imp. of Lowest 63 points
	2009 – School Grade – A
	Rdg. Proficiency, 79%
	Math Proficiency, 72%
	Rdg. Lrg. Gains, 72 points
	Math Lrg. Gains, 56 points
	Rdg. Imp. of Lowest 67 points
	Math Imp. of Lowest 68 points

Chantal Harris		
Asst Principal	Years as Administrator: 12	Years at Current School: 1

Credentials	BA in Liberal Arts MS in Human Resources Management and Development Specialist in Educational Leadership Certification in Educational Leadership
Performance Record	2013 – School Grade – D Rdg. Proficiency, 48% Math Proficiency, 39% Rdg. Lrg. Gains, 62 points Math Lrg. Gains, 56 points Rdg. Imp. of Lowest, 57 points Math Imp. of Lowest, 65 points Rdg. AMO – No Math AMO – No 2012 – School Grade – C Rdg. Proficiency, 46% Math Proficiency, 44% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 63 points Rdg. Imp. of Lowest, 68 points Math Imp. of Lowest, 59 points Rdg. AMO – No Math AMO – No 2011 – School Grade – B Rdg. Proficiency, 62 % Math Proficiency, 57% Rdg. Lrg. Gains, 62 points Math Lrg. Gains, 61 points Rdg. Imp. of Lowest 68 points Math Imp. of Lowest 68 points 2010 – School Grade – A Rdg. Proficiency, 84% Math Proficiency, 83% Rdg. Lrg. Gains, 76 points Math Lrg. Gains, 61 points Rdg. Imp. of Lowest 67 points Math Imp. of Lowest 66 points 2009 – School Grade – C Rdg. Proficiency, 60 % Math Proficiency, 66% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 53 points Math Imp. of Lowest 61 points

Instructional Coaches
 # Instructional Coaches 0
 # Receiving Effective rating or higher (not entered because basis is < 10)
Instructional Coach Information:

Full-time / School-based	Years as Coach:	Years at Current School:
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers 102

 # receiving effective rating or higher 102, 100%

 # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 70%

 # certified in-field, pursuant to Section 1012.2315(2), F.S. 71, 70%

 # ESOL endorsed 76, 75%

 # reading endorsed 4, 4%

 # with advanced degrees 36, 35%

 # National Board Certified 3, 3%

 # first-year teachers 1, 1%

 # with 1-5 years of experience 14, 14%

 # with 6-14 years of experience 65, 64%

 # with 15 or more years of experience 22, 22%

Education Paraprofessionals, pursuant to s. 1012.01(2)(e)

# of paraprofessionals 3

 # Highly Qualified, as defined in 20 U.S.C. § 6319(c) 3, 100%

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

Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.
The administration at Eugenia B. Thomas K-8 Center communicates with local universities to increase the number of internships at Eugenia B. Thomas K-8 Center, consequently increasing the number of Highly Qualified candidates for employment at Eugenia B. Thomas K-8 Center.

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).
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).

Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities

Beginning teachers are assigned a mentor teacher who has been trained by the district's MINT program. Teachers meet during their planning time and before and after school to discuss classroom management strategies and share instructional tips with their mentees. In addition, time is allotted for peer classroom visits and observation. We continue to implement proven techniques and research based strategies for improving teacher morale which will consequently retain highly qualified teachers. We recognize and reward outstanding teacher performance throughout the school year during faculty meetings.

Multi-Tiered System of Supports (MTSS) / Response to Instruction/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).
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).

Describe your school's data-based problem-solving processes for the implementation and monitoring of your 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

Eugenia B. Thomas K-8 Center's MTSS/RtI is an extension of the school's Leadership Team. It has been strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being and prevention of student failure through early intervention.
1. MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:
• administrator(s) who will ensure commitment and allocate resources;
• teacher(s) and coaches who share the common goal of improving instruction for all students; and
• team members who will work to build staff support, internal capacity and sustainability over time.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• Instructional Coaches
• School Guidance Counselors
• Special Education Personnel
• School Psychologist
• School Social Worker
• EESAC Chairperson
• Community Stakeholder
3. MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions to bring about student success.
• The first level of support is the core instructional and behavioral methodologies, practices and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral support to groups of targeted students who need additional instructional and/or behavioral support.
• The third level of support consists of intensive instructional and/or behavioral interventions that are provided in addition to and in alignment with effective instruction and supplemental instruction with the goal of increasing an individual student's rate of progress academically and/or behaviorally.
There will be an ongoing evaluation method established for services at each level to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

The School-Based Leadership Team consists of the following staff members:
• Mayra Barreira, Principal
• Celia Fernandez, Assistant Principal Community Education
• M. Chantal Harris, Assistant Principal
• Maribel Rivera, Assistant Principal
• Matthew Welker, Assistant Principal
• Angie Gonzalez, ESOL
• Cristina Madrigal, ESOL
• Sonia Eidinger, SPED Chairperson
• Zenaida Barrera, Kindergarten Chairperson
• Lydia Bon, First Grade Chairperson
• Gloria Rauda, Second Grade Chairperson
• Yesenia Esquijarosa, Third Grade Chairperson
• Amarilys Garcia, Fourth Grade Chairperson
• Cristina Hamzavi, Fifth Grade Chairperson
• Cristina Delgado-Ruiz, Sixth Grade Chairperson
• Rossana Marrero, Seventh Grade Chairperson
• Ana Alamo, Eighth Grade Chairperson
• Jose Vazquez, Media Specialist
• Amalia Sanchez, ESOL Chairperson
• Mario Fernandez, Bilingual Chairperson
• Marielba Quintero, Counselor
• Krishdal Ugarte-Torre, Counselor
• Michelle Varela, School Psychologist
• Louis Mazar, UTD Steward
• Robert Ings, UTD Steward

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP
The principal, as the instructional leader of the school, coupled with the Leadership Team will monitor the fidelity of the school's MTSS and SIP by meeting monthly to focus on developing and maintaining an ongoing system that will maximize student achievement. The team will meet once a month to engage in the following activities: review District and feeder pattern data and link to instructional decisions, review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Students who are not meeting benchmarks will be identified and the MTSS will be implemented. Based on this information, the team will identify professional development and resources to be implemented as part of the intervention. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills.

Describe the 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 (e.g., behavior, attendance)
Data will be used to guide instructional decisions and system procedures for all students to:
• Adjust the delivery of curriculum and instruction to meet the specific needs of students
• Adjust the delivery of the behavior management system
• Adjust the allocation of school-based resources
• Drive decisions regarding targeted professional development
• Create student growth trajectories in order to identify and develop interventions
2. Managed data will include:
Academic
• FAIR/PMRN
• Interim Assessments

• FCAT 2.0 Reading, Mathematics, Writing and Science (grades 3-8)
• SESAT/SAT-10
• CELLA K-8
• Student grades
• School site specific assessments
• Edusoft Reports
• OLPS
• VPK Assessment
• FLKRS
Behavior
• Student Case Management System
• Ten-Step Discipline Plan
• Detentions
• Indoor/outdoor suspensions
• Referrals by student behavior
• Alternative Plan for Suspension
• School Climate Surveys
• Attendance records
• Referrals to special education programs
Attendance
• Daily Attendance Bulletins
• Teacher Referrals
• Tardy Logs

Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents
Training for all staff and parents in the MTSS/RtI problem solving, data analysis process will be offered at the beginning of the school year by the Administrative Team and counselors. Parent workshops will be offered throughout the school year at different times of the day so that all parents may attend.

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).
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: 11,040

Strategy Purpose(s)
Instruction in core academic subjects

Strategy Description
Services and support are provided through the district for educational materials and English Language Learners (ELL) to improve the education of immigrant and ELL students. Title III funds are used to supplement and enhance programs for ELL and immigrant students by providing funds to implement and/or provide before and after-school tutorial programs.

How is data collected and analyzed to determine the effectiveness of this strategy?
Data is collected to ensure the effectiveness of the strategies discussed above including the administration of pre and post-tests to determine student academic growth. Web-based research program reports are generated by the instructional coaches and assistant principals monthly and data chats take place to discuss student progress. Instructional strategies are then aligned to ensure data-driven instruction.

Who is responsible for monitoring implementation of this strategy?
The administrative team will supervise the implementation of the tutorial program, data collection and its effectiveness.

Strategy: Weekend Program

Minutes added to school year: 1,080

Strategy Purpose(s)
Instruction in core academic subjects

Strategy Description
In addition, we offer Saturday Academy for "bubble" students 8 weeks prior to the administration of the FCAT 2.0. All grade levels have common planning time allotted to facilitate collaborative planning and planning across the curriculum.

How is data collected and analyzed to determine the effectiveness of this strategy?
Data collected to ensure the effectiveness of the strategies discussed above including the administration of pre and post-tests to determine student academic growth, web-based research program reports are generated by the instructional coaches and assistant principals monthly and data chats take place to discuss student progress. Instructional strategies are then aligned to drive instruction.

Who is responsible for monitoring implementation of this strategy?
The administrative team will supervise the implementation of the tutorial programs, data collection and its effectiveness.

Literacy Leadership Team (LLT)

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

Name	Title
Mayra Barreira	Principal
Celia Fernandez	Assistant Principal Community Education
Chantal Harris	Assistant Principal
Maribel Rivera	Assistant Principal
Matthew Welker	Assistant Principal

Angie Gonzalez	ESOL
Cristina Madrigal	ESOL
Sonia Eidinger	SPED Chairperson
Zenaida Barrera	Kindergarten Chairperson
Lydia Bon	First Grade Chairperson
Gloria Rauda	Second Grade Chairperson
Yesenia Esquijarosa	Third Grade Chairperson
Amarilys Garcia	Fourth Grade Chairperson
Cristina Hamzavi	Fifth Grade Chairperson
Cristina Delgado-Ruiz	Sixth Grade Chairperson
Rossana Marrero	Seventh Grade Chairperson
Ana Alamo	Eighth Grade Chairperson
Jose Vazquez	Media Specialist
Amalia Sanchez	ESOL Chairperson
Mario Fernandez	Bilingual Chairperson
Louis Mazar	UTD Steward
Robert Ings	UTD Steward

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
The purpose of the Literacy Leadership Team is to create reading knowledge capacity within the school and focus on areas of literacy across all grade levels. The principal, mentor reading teachers, content area teachers and other principal appointees will serve on this team which will meet at least once a month.

What will be the major initiatives of the LLT this year?
Eugenia B. Thomas K-8 Center's Literacy Leadership Team will develop, lead and evaluate school core content standards and programs. Provide support for the implementation of the Common Core State Standards, identify and analyze existing literature on scientifically based curriculum, behavior assessment and intervention approaches; assist with whole school screening programs that provide early intervention services for children considered at-risk in reading, assist in the design and implementation of progress monitoring, data collection and data analysis; participate in the design and delivery of professional development and provide support for assessment and implementation monitoring.

Every Teacher Contributes to Reading Improvement

Describe how the school ensures every teacher contributes to the reading improvement of every student
All teachers will implement strategies for reading instruction which include but are not limited to departmentalization, use of Criss Strategies, reciprocal teaching, use of graphic organizers, guided groups, differentiated instruction and the use of Smart Boards. Therefore, every teacher will be responsible for students' understanding of the text through carefully reading, drawing conclusions and formulating responses which address questions entirely. The Literacy Leadership Team will be responsible for monitoring the implementation of the reading strategies.

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).
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).

Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable

The school staff has met with some of the local preschool center directors and given suggestions on how they can better prepare their students for Kindergarten. All incoming kindergarten students are screened upon their initial arrival to assess basic knowledge of colors, shapes, letter recognition and letter sound identification. Most students are also screened on their English language proficiency utilizing the Oral Language Proficiency Scale – Revised. Throughout the school year, Kindergarten students are closely monitored for progress using FLKRS and all three FAIR Assessments. Based on the results of these assessments, instructional strategies are modified to meet the individual needs of the students. Also, during Spring registration, the school offers campus tours for incoming Kindergarten students and their parents. Transition packets are distributed at the conclusion of the tour. Orientation sessions are also held the week before school begins to prepare students and their parents and share expectations for the upcoming school year.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
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 does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Eugenia B. Thomas K-8 Center hosts an annual Magnet Fair in November for our eighth grade students. High schools from all over Miami-Dade County Public Schools set up booths and send representatives to discuss the various magnet programs offered at high schools. Students are invited to tour the fair, ask questions and acquire brochures with information on the different programs.

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

Articulation Meetings are held for students in grades 5 through 8 in the Spring and course selection is done with the help and guidance of the school counselor and the social studies teacher. In addition, articulation with the feeder pattern high school is done with the incoming ninth graders in the Spring after the Curriculum Fair. Counselors from the high school visit the eighth graders discuss the subject selection process in detail to ensure each student's course of study is meaningful and appropriate.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
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	77%	70%	No	79%
American Indian				
Asian	91%	81%	No	92%
Black/African American	73%	62%	No	75%
Hispanic	76%	69%	No	78%
White	78%	80%	Yes	81%
English language learners	63%	51%	No	66%
Students with disabilities	45%	38%	No	51%
Economically disadvantaged	70%	62%	No	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	287	28%	35%
Students scoring at or above Achievement Level 4	429	41%	44%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		73%	76%
Students in lowest 25% making learning gains (FCAT 2.0)		77%	79%

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)	314	56%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	225	41%	47%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	218	38%	44%

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	267	73%	76%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		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	71%	67%	No	74%
American Indian				
Asian	91%	90%	No	92%
Black/African American	73%	76%	Yes	75%
Hispanic	70%	65%	No	73%
White	69%	74%	Yes	72%
English language learners	61%	54%	No	65%
Students with disabilities	35%	35%	Yes	42%
Economically disadvantaged	63%	59%	No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	305	31%	39%
Students scoring at or above Achievement Level 4	313	32%	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		70%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		60%	64%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		52%	57%
Middle school performance on high school EOC and industry certifications		98%	98%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	33%	33%
Students scoring at or above Achievement Level 4	27	64%	64%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		22%
Students scoring at or above Achievement Level 4	17	74%	74%

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	39	24%	27%
Students scoring at or above Achievement Level 4	63	39%	40%

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	63	35%	38%
Students scoring at or above Achievement Level 4	46	25%	26%

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%

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)	2		3
Participation in STEM-related experiences provided for students	65	39%	40%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	382	81%	82%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* 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	1	1%	1%

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	85	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	23	2%	1%
Students who are not proficient in reading by third grade	82	42%	38%
Students who receive two or more behavior referrals	273	17%	16%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	13	1%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	85	5%	4%
Students who fail a mathematics course	12	2%	1%
Students who fail an English Language Arts course	23	5%	4%
Students who fail two or more courses in any subject	13	3%	2%
Students who receive two or more behavior referrals	273	17%	16%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	13	1%	1%

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).

Describe parental involvement targets for your school

Parents may have a limited understanding of student data and how it affects teaching and learning. Parents are informed of events such as FCAT 2.0 and SESAT/SAT-10 Parent Nights and informational sessions for all assessments through the school website, Connect-Ed messages, school-wide flyers, posters and information placed on the marquee.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parental involvement	8500	19%	20%

Goals Summary

Goal #1:
The results of the 2013 FCAT 2.0 Reading indicate that 69% of students achieved a level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase the proficiency by 3 percentage points to 72%.

Goal #2:
The results of the 2013 FCAT 2.0 Writing Test indicate that 73% of students in fourth and eighth grade achieved a Level 3.5 and above in proficiency. Our goal is to increase student proficiency by 3 percentage points to 76%.

Goal #3:
The results of the 2013 FCAT 2.0 Mathematics indicates that 63% of students achieved a Level 3 or above in proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 4 percentage points to 67%.

Goal #4:
The results of the 2013 Algebra I EOC Exam indicate that 97% of students achieved a level 3 or above. Our goal for the 2013-2014 school year is to maintain the percentage of students that achieve a level 3 or above at 97%.

Goal #5:
The results of the 2013 Geometry EOC Exam indicates that 96% of students achieved a level 3 and above. Our goal for the 2013-2014 school year is to maintain the percentage of students that achieve a level 3 and above at 96%.

Goal #6:
The number of students participating in high school EOC courses was 52% in 2012 – 2013. Our goal for the 2013-2014 school year is to increase the percentage of students to 57%.

Goal #7:
The overall performance on high school EOC was 98% of students performed at least at a proficient level. Our goal for the 2013-2014 school year is to maintain the overall performance at 98%.

Goal #8:
The results of the 2013 FCAT 2.0 Science indicates that 24% of fifth grade students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 3 percentage points to 27%.

Goal #9:
The results of the 2013 FCAT 2.0 Science Test indicate that 35% of the eighth grade students achieved a level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 3 percentage points to 38%.

Goal #10:
Increase opportunities for STEM applied learning by increasing opportunity for students to participate in CTSO (National Junior Honor Society and SECME) career and technical skill competitions by 75% (5).

Goal #11:
In order to emphasize/engage students in the problem solving process, we need to increase student enrollment in middle school Business Technology Education courses by 10%.

Goal #12:
The results of the 2013 Civics Baseline Exam indicates that 1% of students scored proficient. The areas of deficiency were Organization and Function of Government and Origins and Purposes of Law and Government.

Goal #13:
The results of the 2013 Civics Baseline Exam indicates that 1% of students scored proficient. The areas of deficiency were Organization and Function of Government and Origins and Purposes of Law and Government.

Goal #14:
Decrease the percentage of students who; missed 10% or more of available instructional time, were retained from PreK to Grade 5, who were not proficient in reading by grade 3,and had 2 or more behavior referrals with one or more that lead to suspension.

Goal #15:
Parental involvement in the 2012-2013 school year showed an increase of 19% attendees in Instructional Informational meetings as compared to the 2011-2012 school year. Our goal for the 2013-2014 school year is increase parent involvement by 1%

Goals Detail

Goal #1:	**The results of the 2013 FCAT 2.0 Reading indicate that 69% of students achieved a level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase the proficiency by 3 percentage points to 72%.**
Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - Learning Gains • Reading - CELLA
Resources Available to Support the Goal	• Bi-weekly or monthly assessments, progress monitoring FAIR, Computer Assisted Program (CAP) reports generated from Accelerated Reader, Reading Plus and SuccessMaker.

Targeted Barriers to Achieving the Goal	• The subgroups that did not meet their 2012-2013 AMO targets were • Asian • Black • Hispanic • English Language Learners (ELL) • Students with Disabilities (SWD) • Economically Disadvantaged (ED)
	• The areas of deficiency for students scoring a level 3 as noted on the 2013 administration of the FCAT 2.0 Reading were Grade 3: Reading Application and Literary Analysis: Fiction and Nonfiction Grade 4: Vocabulary Grade 5: Reading Application Grade 6: Reading Application and Literary Analysis: Fiction and Nonfiction Grade 7: Reading Application, Literary Analysis: Fiction/Nonfiction and Informational Text Grade 8: Reading Application
	• The areas of deficiency for students scoring a level 4 and above as noted on the 2013 administration of the FCAT 2.0 Reading were Grade 3: Reading Application and Literary Analysis: Fiction and Nonfiction Grade 4: Vocabulary Grade 5: Reading Application Grade 6: Reading Application and Literary Analysis: Fiction and Nonfiction Grade 7: Reading Application, Literary Analysis: Fiction/ Nonfiction and Informational Text Grade 8: Reading Application
	• The results of the 2013 FCAT 2.0 Reading indicates that 73% of students made learning gains.
	• The results of the 2013 FCAT 2.0 Reading indicates that 77% of students in the lowest 25% made learning gains.
	• The results of the 2012-2013 CELLA Listening/Speaking portions indicate that 56% of students achieved proficiency.
	• The results of the 2012-2013 CELLA Reading portion indicate that 41% of students achieved proficiency.
	• The results of the 2012-2013 CELLA Writing portion indicate that 38% of students achieved proficiency.

Plan to Monitor Progress Toward the Goal

Action:
Following the FCIM, monitor bi-weekly or monthly assessment data reports, Waterford, Imagine Learning, Achieve3000 and Cumulative Gains Report.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative Assessments: Formal and Informal Assessments Summative: Results for the 2014 FCAT 2.0 Reading

Goal #2:	**The results of the 2013 FCAT 2.0 Writing Test indicate that 73% of students in fourth and eighth grade achieved a Level 3.5 and above in proficiency. Our goal is to increase student proficiency by 3 percentage points to 76%.**
Targets Supported	• Writing
Resources Available to Support the Goal	• Four Square Writing Method and Writing Tutoring

Targeted Barriers to Achieving the Goal	• The results of the 2013 FCAT 2.0 Writing indicates that 75% of students in fourth grade achieved a Level 3.5 and above in proficiency. • The results of the 2013 FCAT 2.0 Writing indicates that 70% of students in eighth grade achieved a Level 3.5 and above in proficiency.

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Plan to Monitor Progress Toward the Goal

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Action:
Following the FCIM, review and discuss with teachers data from monthly progress monitoring writing prompts to determine student growth and make adjustments in skills needed.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Summative: Results of the 2014 FCAT Writing 2.0.

Goal #3:	**The results of the 2013 FCAT 2.0 Mathematics indicates that 63% of students achieved a Level 3 or above in proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 4 percentage points to 67%.**
Targets Supported	• Math - Elementary and Middle School • Math - Elementary and Middle AMO's • Math - Elementary and Middle FCAT 2.0 • Math - Elementary and Middle Learning Gains
Resources Available to Support the Goal	• Tutoring, Pacing Guides and Professional Development for staff
Targeted Barriers to Achieving the Goal	• The subgroups that did not meet their 2012-2013 AMO targets were • Asian • Hispanic • English Language Learners (ELL) • Economically Disadvantaged (ED) • The results of the 2013 FCAT 2.0 Mathematics indicates that 31% of students achieved a Level 3. The areas of deficiency were • Grade 3: Number: Fractions • Grade 4: Number: Base Ten and Fractions • Grades 5, 6, and 8: Geometry and Measurement • Grade 7: Statistics and Probability • The results of the 2013 FCAT 2.0 Mathematics indicates that 32% of students achieved a Level 4 and above.The areas of deficiency were • Grade 3: Number: Fractions • Grade 4: Number: Base Ten and Fractions • Grades 5, 6, and 8: Geometry and Measurement • Grade 7: Statistics and Probability • The results of the 2013 FCAT 2.0 Mathematics indicates that 70% of students made learning gains. • The results of the 2013 FCAT 2.0 Mathematics indicates that 60% of students in the lowest 25% made learning gains.

Plan to Monitor Progress Toward the Goal

Action:
Following the FCIM, bi-weekly or monthly assessment data reports will be reviewed and analyzed and then shared with third through eighth grade teachers to ensure students are making progress in the areas of deficiencies and adjust instruction as needed.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments, progress monitoring and SuccessMaker Summative: Results for the 2014 FCAT 2.0 Mathematics

Goal #4:	**The results of the 2013 Algebra I EOC Exam indicate that 97% of students achieved a level 3 or above. Our goal for the 2013-2014 school year is to maintain the percentage of students that achieve a level 3 or above at 97%.**

Targets Supported	• Algebra 1 EOC
Resources Available to Support the Goal	• Pacing Guides and Tutoring
Targeted Barriers to Achieving the Goal	• The results of the 2013 Algebra I EOC Exam indicate that 33% of students achieved a level 3. The areas of deficiency were: Rationals, Radicals, Quadratics and Discrete Mathematics. • The results of the 2013 Algebra I End of Course Exam indicates that 64% of students achieved a level 4 or above. The areas of deficiency were: Rationals, Radicals, Quadratics and Discrete Mathematics.

Plan to Monitor Progress Toward the Goal

Action:
Monitor the results of bi-weekly or monthly assessments

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments Summative: 2014 Algebra I End of Course Exam

Goal #5:	**The results of the 2013 Geometry EOC Exam indicates that 96% of students achieved a level 3 and above. Our goal for the 2013-2014 school year is to maintain the percentage of students that achieve a level 3 and above at 96%.**

Targets Supported	• Geometry EOC

Resources Available to Support the Goal	• Pacing Guides and Tutoring
Targeted Barriers to Achieving the Goal	• The results of the 2013 Geometry EOC Exam indicate that 22% of students achieved a level 3. • The results of the 2013 Geometry EOC Exam indicates that 74% of students achieved a level 4 and above.

Plan to Monitor Progress Toward the Goal

Action:
Monitor the results of bi-weekly or monthly assessments

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments Summative: 2014 Algebra I End of Course Exam

Goal #6:	**The number of students participating in high school EOC courses was 52% in 2012 – 2013. Our goal for the 2013-2014 school year is to increase the percentage of students to 57%.**
Targets Supported	• Math - Middle School Acceleration
Resources Available to Support the Goal	• Subject Selection Form
Targeted Barriers to Achieving the Goal	• Students not encouraged to participate in a high school EOC.

Plan to Monitor Progress Toward the Goal

Action:
Monitor student enrollment in high school EOC courses.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Subject Selection Forms

Goal #7:	**The overall performance on high school EOC was 98% of students performed at least at a proficient level. Our goal for the 2013-2014 school year is to maintain the overall performance at 98%.**
Targets Supported	• Math - Middle School Acceleration

Resources Available to Support the Goal	• Ingenuity Enrichment Program and Professional Development for teachers accelerated courses
Targeted Barriers to Achieving the Goal	• Students not academically prepared to take the EOC

Plan to Monitor Progress Toward the Goal

Action:
Monitor the results of progress monitoring assessment data to monitor students' progress and adjust instruction as needed

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments Summative: 2014 End of Course Exam

Goal #8:	**The results of the 2013 FCAT 2.0 Science indicates that 24% of fifth grade students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 3 percentage points to 27%.**

Targets Supported	• Science - Elementary School
Resources Available to Support the Goal	• Hands-on opportunities through inquiry-based learning • Science journals
Targeted Barriers to Achieving the Goal	• The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science was Physical Science.

Plan to Monitor Progress Toward the Goal

Action:
Monitor the results of progress monitoring assessment data to and the implementation of identified strategies.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments Summative: Results of the 2014 FCAT 2.0 Science

Goal #9:	**The results of the 2013 FCAT 2.0 Science Test indicate that 35% of the eighth grade students achieved a level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 3 percentage points to 38%.**

Targets Supported	• Science - Middle School
Resources Available to Support the Goal	• Hands-on opportunities through inquiry-based learning and utilizing technology through a process that engages, explores, explains, extends and evaluates using an established rubric.
Targeted Barriers to Achieving the Goal	• The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science Test was Nature of Science

Plan to Monitor Progress Toward the Goal

Action:
Monitor the results of progress monitoring assessment data to and the implementation of identified strategies.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments Summative: Results of the 2014 FCAT 2.0 Science

Goal #10:	**Increase opportunities for STEM applied learning by increasing opportunity for students to participate in CTSO (National Junior Honor Society and SECME) career and technical skill competitions by 75% (5).**

Targets Supported	• STEM • STEM - All Levels
Resources Available to Support the Goal	• Professional Development
Targeted Barriers to Achieving the Goal	• Teachers not trained as SECME and NJHS advisors need to be provided technical and leadership support required for CTSO student achievement.

Plan to Monitor Progress Toward the Goal

Action:
Monitor increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Competition Registration Reports

Goal #11:	In order to emphasize/engage students in the problem solving process, we need to increase student enrollment in middle school Business Technology Education courses by 10%.
Targets Supported	• CTE
Resources Available to Support the Goal	• Computer Lab
Targeted Barriers to Achieving the Goal	• Computers to accommodate an increase in enrollment. • CTE students in accelerated courses • Teachers holding industry certification

Plan to Monitor Progress Toward the Goal

Action:
Monitor articulation between the CTE teacher and homeroom teachers.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Number of students selecting CTE courses for the upcoming school year on the subject selection form.

Goal #12:	The results of the 2013 Civics Baseline Exam indicates that 1% of students scored proficient. The areas of deficiency were Organization and Function of Government and Origins and Purposes of Law and Government.
Targets Supported	• Social Studies • Civics EOC
Resources Available to Support the Goal	• Data chats with students and tutoring
Targeted Barriers to Achieving the Goal	• The results of the 2013 Civics Baseline Exam indicates that 1% of students scored proficient.

Plan to Monitor Progress Toward the Goal

Action:
Following the FCIM, bi-weekly or monthly assessment data reports will be reviewed and analyzed and then shared with the Civics teachers to ensure students are making progress in the areas of deficiencies and adjust instruction as needed.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments and progress monitoring Summative: Results for the 2014 Civics EOC

Goal #13:	The results of the 2013 Civics Baseline Exam indicates that 1% of students scored proficient. The areas of deficiency were Organization and Function of Government and Origins and Purposes of Law and Government.

Targets Supported	• Social Studies • Civics EOC
Resources Available to Support the Goal	• Pacing Guides, Tutoring and Professional Development for staff
Targeted Barriers to Achieving the Goal	• Students not scoring proficient on the District Civics Baseline Assessment.

Plan to Monitor Progress Toward the Goal

Action:
Following the FCIM, bi-weekly or monthly assessment data reports will be reviewed and analyzed and then shared with the Civics teachers to ensure students are making progress in the areas of deficiencies and adjust instruction as needed.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments and progress monitoring. Summative: 2014 Civics EOC

Goal #14:	Decrease the percentage of students who; missed 10% or more of available instructional time, were retained from PreK to Grade 5, who were not proficient in reading by grade 3,and had 2 or more behavior referrals with one or more that lead to suspension.

Targets Supported	• EWS • EWS - Elementary School • EWS - Middle School
Resources Available to Support the Goal	• Attendance Review Committee
Targeted Barriers to Achieving the Goal	• The percentage of students who missed 10% or more of available instructional time was 5%. Our goal for 2014 is to decrease this percentage by 1%. • The percentage of students retained from PreK to Grade 5 was 2%. Our goal for 2014 is to decrease this percentage by 1%. • The percentage of students who were not proficient in reading by grade 3 was 42%. Our goal for 2014 is to decrease this percentage by 4%. • The percentage of students with 2 or more behavior referrals with one or more that lead to suspension was 1%. Our goal is to maintain this percentage.

Plan to Monitor Progress Toward the Goal

Action:
Monitor the students who may be developing or pattern of absences and facilitate the necessary intervention services.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Daily Attendance Bulletin and COGNOS reports

Goal #15:	**Parental involvement in the 2012-2013 school year showed an increase of 19% attendees in Instructional Informational meetings as compared to the 2011-2012 school year. Our goal for the 2013-2014 school year is increase parent involvement by 1%**
Targets Supported	• Parental Involvement
Resources Available to Support the Goal	• Parent Meetings, Connect-ED, School Website, School Newsletter
Targeted Barriers to Achieving the Goal	• Parents may have a limited understanding of student data and how it affects teaching and learning.

Plan to Monitor Progress Toward the Goal

Action:
Monitor parent attendance to school academic events

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Parent Academy Sign-In Sheets and Teacher Communication Logs

Action Plan for Improvement

Goal #1:	The results of the 2013 FCAT 2.0 Reading indicate that 69% of students achieved a level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase the proficiency by 3 percentage points to 72%.
Barrier #1:	The subgroups that did not meet their 2012-2013 AMO targets were • Asian • Black • Hispanic • English Language Learners (ELL) • Students with Disabilities (SWD) • Economically Disadvantaged (ED)
Strategy #1 to Overcome the Barrier	Students will read and comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently. Teachers will engage students in the practice of justifying answers by going back to the text for support. Teachers will help students use graphic organizers to see pattern and summarize the main points. Students will identify and interpret elements of story structure within a text. Teachers will provide opportunities for students to distinguish their own point of view from that of the narrator, characters or the author of the text.

Step #1 to Implement Strategy #1

Action:
Teachers will provide students with the opportunity to use graphic organizers to see pattern, summarize the main points, opportunities for students to distinguish their own point of view from that of the narrator, characters or the author of the text.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative Assessments: Formal and Informal Assessments Summative: Results for the 2014 FCAT 2.0 Reading

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:
Following the FCIM, monitor bi-weekly or monthly assessments, progress monitoring FAIR, Computer Assisted Program (CAP) reports generated from Accelerated Reader, Reading Plus and SuccessMaker.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion
Formative Assessments: Formal and Informal Assessments Summative: Results for the 2014 FCAT 2.0 Reading

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:
Following the FCIM, monitor bi-weekly or monthly assessments, progress monitoring FAIR, Computer Assisted Program (CAP) reports generated from Accelerated Reader, Reading Plus and SuccessMaker.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative Assessments: Formal and Informal Assessments Summative: Results for the 2014 FCAT 2.0 Reading

Goal #1:	The results of the 2013 FCAT 2.0 Reading indicate that 69% of students achieved a level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase the proficiency by 3 percentage points to 72%.
Barrier #2:	The areas of deficiency for students scoring a level 3 as noted on the 2013 administration of the FCAT 2.0 Reading were Grade 3: Reading Application and Literary Analysis: Fiction and Nonfiction Grade 4: Vocabulary Grade 5: Reading Application Grade 6: Reading Application and Literary Analysis: Fiction and Nonfiction Grade 7: Reading Application, Literary Analysis: Fiction/Nonfiction and Informational Text Grade 8: Reading Application
Strategy #1 to Overcome the Barrier	Students will develop and maintain a response journal. Teachers will instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships during pre-reading activities. Teachers will provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea or topic.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Teachers will provide students with the opportunity to use graphic organizers to see pattern, summarize the main points, opportunities for students to distinguish their own point of view from that of the narrator, characters or of the author of the text.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative Assessments: Formal and Informal Assessments

Facilitator:
Reading Plus Program Facilitor

Participants:
Grade 3-8 Language Arts/Reading Teachers

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #1

Action:
Following the FCIM, monitor bi-weekly or monthly assessments, progress monitoring FAIR, Computer Assisted Program (CAP) reports generated from Accelerated Reader, Reading Plus and SuccessMaker.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion
Formative Assessment: Formal and Informal Assessments and Summative Assessment: Results for the 2014 FCAT 2.0 Reading

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #1

Action:
Following the FCIM, monitor bi-weekly or monthly assessments, progress monitoring FAIR, Computer Assisted Program (CAP) reports generated from Accelerated Reader, Reading Plus and SuccessMaker.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative Assessment: Formal and Informal Assessments and Summative Assessment: Results for the 2014 FCAT 2.0 Reading

Goal #1:	The results of the 2013 FCAT 2.0 Reading indicate that 69% of students achieved a level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase the proficiency by 3 percentage points to 72%.
Barrier #3:	The areas of deficiency for students scoring a level 4 and above as noted on the 2013 administration of the FCAT 2.0 Reading were Grade 3: Reading Application and Literary Analysis: Fiction and Nonfiction Grade 4: Vocabulary Grade 5: Reading Application Grade 6: Reading Application and Literary Analysis: Fiction and Nonfiction Grade 7: Reading Application, Literary Analysis: Fiction/Nonfiction and Informational Text Grade 8: Reading Application
Strategy #1 to Overcome the Barrier	Students will read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently. Teachers will provide opportunities for students to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Students will practice justifying answers by going back to the text for support. Teachers will help students use graphic organizers to see pattern and summarize the main points.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Teachers will provide students with the opportunity to use graphic organizers to see pattern, summarize the main points, opportunities for students to distinguish their own point of view from that of the narrator, characters or the author of the text.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative Assessments: Formal and Informal Assessments Summative: Results for the 2014 FCAT 2.0 Reading

Facilitator:
Reading Plus Program Facilitator

Participants:
Grade 3-8 Language Arts/Reading Teachers

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #1

Action:
Following the FCIM, monitor bi-weekly or monthly assessments, progress monitoring FAIR, Computer Assisted Program (CAP) reports generated from Accelerated Reader, Reading Plus and SuccessMaker.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion
Formative Assessment: Formal and Informal Assessments and Summative Assessment: Results for the 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #1

Action:
Following the FCIM, monitor bi-weekly or monthly assessments, progress monitoring FAIR, Computer Assisted Program (CAP) reports generated from Accelerated Reader, Reading Plus and SuccessMaker.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative Assessment: Formal and Informal Assessments and Summative Assessment: Results for the 2014 FCAT 2.0 Reading

Goal #1:	The results of the 2013 FCAT 2.0 Reading indicate that 69% of students achieved a level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase the proficiency by 3 percentage points to 72%.
Barrier #4:	The results of the 2013 FCAT 2.0 Reading indicates that 73% of students made learning gains.
Strategy #1 to Overcome the Barrier	Students will practice using and identifying details from the passage to determine main idea, plot, and purpose. Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers will engage students in the practice of justifying answers by going back to the text for support. Teachers will help students use graphic organizers to see patterns and summarize the main points. Teachers will instruct the students to graphically depict comparison-and-contrast relationships to help understand them. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Step #1 to Implement Strategy #1

Action:
Teachers will provide students with the opportunity to use graphic organizers to see pattern, summarize the main points, opportunities for students to distinguish their own point of view from that of the narrator, characters, or the author of the text.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative Assessments: Formal and Informal Assessments Summative: Results for the 2014 FCAT 2.0 Reading

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #4 to Goal #1

Action:
Following the FCIM, monitor bi-weekly or monthly assessments, progress monitoring FAIR, Computer Assisted Program (CAP) reports generated from Accelerated Reader, Reading Plus and SuccessMaker.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion
Formative Assessment: Formal and Informal Assessments and Summative Assessment: Results for the 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #4 to Goal #1

Action:
Following the FCIM, monitor bi-weekly or monthly assessments, progress monitoring FAIR, Computer Assisted Program (CAP) reports generated from Accelerated Reader, Reading Plus and SuccessMaker.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative Assessments: Formal and Informal Assessments Summative: Results for the 2014 FCAT 2.0 Reading

Goal #1:	The results of the 2013 FCAT 2.0 Reading indicate that 69% of students achieved a level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase the proficiency by 3 percentage points to 72%.
Barrier #5:	The results of the 2013 FCAT 2.0 Reading indicates that 77% of students in the lowest 25% made learning gains.
Strategy #1 to Overcome the Barrier	Students will practice using and identifying details from the passage to determine main idea, plot and purpose. Students will practice making inferences, drawing conclusions and identifying implied main idea and author's purpose. Teachers will engage students in the practice of justifying answers by going back to the text for support. Teachers will help students use graphic organizers to see patterns and summarize the main points. Teachers will instruct the students to graphically depict comparison-and-contrast relationships to help understand them. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Step #1 to Implement Strategy #1

Action:
Teachers will engage students in the practice of justifying answers by going back to the text for support, help students use graphic organizers to see patterns and summarize the main points. Teachers will instruct the students to graphically depict comparison-and-contrast relationships to help understand them.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative Assessments: Formal and Informal Assessments Summative: Results for the 2014 FCAT 2.0 Reading

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #5 to Goal #1

Action:
Following the FCIM, monitor bi-weekly or monthly assessments, progress monitoring FAIR, Computer Assisted Program (CAP) reports generated from Accelerated Reader and Reading Plus.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion
Formative Assessments: Formal and Informal Assessments Summative: Results for the 2014 FCAT 2.0 Reading

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #5 to Goal #1

Action:
Following the FCIM, monitor bi-weekly or monthly assessments, progress monitoring FAIR, Computer Assisted Program (CAP) reports generated from Accelerated Reader and Reading Plus.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative Assessments: Formal and Informal Assessments Summative: Results for the 2014 FCAT 2.0 Reading

Goal #1:	The results of the 2013 FCAT 2.0 Reading indicate that 69% of students achieved a level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase the proficiency by 3 percentage points to 72%.
Barrier #6:	The results of the 2012-2013 CELLA Listening/Speaking portions indicate that 56% of students achieved proficiency.
Strategy #1 to Overcome the Barrier	Teachers will provide students with a print rich environment and exposure to vocabulary and grammar skills and activities such as word of the week during speaking activities. Teachers will use expansion, paraphrase and repetition to model proper use of language while providing support in listening.

Step #1 to Implement Strategy #1

Action:

Teachers will provide students with a print rich environment and exposure to vocabulary, grammar skills and activities such as word of the week during speaking activities. Teachers will use expansion, paraphrase and repetition to model proper use of language while providing support in listening.

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: bi-weekly or monthly progress monitoring assessment data reports, Waterford, Imagine Learning, Achieve3000 and Cumulative Gains Report and Summative: Results from the 2014 CELLA Listening/Speaking Assessment.

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #6 to Goal #1

Action:

Teachers will provide students with a print rich environment and exposure to vocabulary and grammar skills and activities such as word of the week during speaking activities. Teachers will use expansion, paraphrase and repetition to model proper use of language while providing support in listening.

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion

Formative: bi-weekly or monthly progress monitoring assessment data reports, Waterford, Imagine Learning, Achieve 3000 and Cumulative Gains Report and Summative: Results from the 2014 CELLA Listening/Speaking Assessment.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #6 to Goal #1

Action:
Following the FCIM, monitor bi-weekly or monthly assessment data reports, Waterford, Imagine Learning, Achieve3000 and Cumulative Gains Report.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly progress monitoring assessment data reports, Waterford, Imagine Learning, Achieve 3000 and Cumulative Gains Report and Summative: Results from the 2014 CELLA Listening/Speaking Assessment.

Goal #1:	The results of the 2013 FCAT 2.0 Reading indicate that 69% of students achieved a level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase the proficiency by 3 percentage points to 72%.
Barrier #7:	The results of the 2012-2013 CELLA Reading portion indicate that 41% of students achieved proficiency.
Strategy #1 to Overcome the Barrier	Teachers will provide students with a print rich environment and exposure to vocabulary and grammar skills and activities such as word of the week. Teachers will use strategies such as Question-Answer Relationship (QAR), use task cards and differentiated instruction (DI).

Step #1 to Implement Strategy #1

Action:
Teachers will provide students with a print rich environment and exposure to vocabulary, grammar skills and activities such as word of the week. Teachers will use strategies such as Question-Answer Relationship (QAR), use Task Cards and Differentiated Instruction (DI).

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly progress monitoring assessment data reports, Waterford, Imagine Learning, Achieve 3000 and Cumulative Gains Report and Summative: Results from the 2014 CELLA Listening/Speaking Assessment.

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #7 to Goal #1

Action:
Following the FCIM, monitor bi-weekly or monthly assessment data reports, Waterford, Imagine Learning, Achieve3000 and Cumulative Gains Report.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion
Formative: bi-weekly or monthly progress monitoring assessment data reports, Waterford, Imagine Learning, Achieve 3000 and Cumulative Gains Report and Summative: Results from the 2014 CELLA Listening/Speaking Assessment.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #7 to Goal #1

Action:
Following the FCIM, monitor bi-weekly or monthly assessment data reports, Waterford, Imagine Learning, Achieve3000 and Cumulative Gains Report.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly progress monitoring assessment data reports, Waterford, Imagine Learning, Achieve 3000 and Cumulative Gains Report and Summative: Results from the 2014 CELLA Listening/Speaking Assessment.

Goal #1:	The results of the 2013 FCAT 2.0 Reading indicate that 69% of students achieved a level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase the proficiency by 3 percentage points to 72%.
Barrier #8:	The results of the 2012-2013 CELLA Writing portion indicate that 38% of students achieved proficiency.
Strategy #1 to Overcome the Barrier	Provide students with a print rich environment and exposure to vocabulary and grammar skills and activities such as word of the week and the Four-Square Writing Method. Teachers will use strategies such as graphic organizers, process writing and rubrics.

Step #1 to Implement Strategy #1

Action:
Provide students with a print rich environment and exposure to vocabulary, grammar skills and activities such as word of the week and the Four-Square Writing Method. Teachers will use strategies such as graphic organizers, process writing and rubrics.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Rubrics and Waterford and Imagine Learning reports to determine student progress in words and phrases and Summative: Results from the 2014 CELLA Writing Assessment.

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #8 to Goal #1

Action:
Following the FCIM, monitor bi-weekly or monthly assessment data reports, Waterford, Imagine Learning, Achieve3000 and Cumulative Gains Report.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion
Formative: Rubrics and Waterford and Imagine Learning reports to determine student progress in words and phrases and Summative: Results from the 2014 CELLA Writing Assessment.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #8 to Goal #1

Action:
Following the FCIM, monitor bi-weekly or monthly assessment data reports, Waterford, Imagine Learning, Achieve3000 and Cumulative Gains Report.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Rubrics and Waterford and Imagine Learning reports to determine student progress in words and phrases and Summative: Results from the 2014 CELLA Writing Assessment.

Goal #2:	The results of the 2013 FCAT 2.0 Writing Test indicate that 73% of students in fourth and eighth grade achieved a Level 3.5 and above in proficiency. Our goal is to increase student proficiency by 3 percentage points to 76%.
Barrier #1:	The results of the 2013 FCAT 2.0 Writing indicates that 75% of students in fourth grade achieved a Level 3.5 and above in proficiency.
Strategy #1 to Overcome the Barrier	Students will continue to use the Four Square Writing Method and graphic organizers as a daily technique for structuring their writing.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Teachers will encourage students to continue to use of graphic organizers as a daily technique for structuring their writing.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Small group instruction using mini-lessons on either (focus-organization-support or conventions) will be assess monthly and Summative: Results of the 2014 FCAT Writing 2.0.

Facilitator:
Teachers

Participants:
Fourth and Eighth Grade Teachers

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:
Following the FCIM, review and discuss with teachers data from monthly progress monitoring writing prompts to determine student growth and make adjustments in skills needed.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion
Summative: Results of the 2014 FCAT Writing 2.0.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:
Following the FCIM, review and discuss with teachers data from monthly progress monitoring writing prompts to determine student growth and make adjustments in skills needed.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Summative: Results of the 2014 FCAT Writing 2.0.

Goal #2:	The results of the 2013 FCAT 2.0 Writing Test indicate that 73% of students in fourth and eighth grade achieved a Level 3.5 and above in proficiency. Our goal is to increase student proficiency by 3 percentage points to 76%.
Barrier #2:	The results of the 2013 FCAT 2.0 Writing indicates that 70% of students in eighth grade achieved a Level 3.5 and above in proficiency.
Strategy #1 to Overcome the Barrier	Students will continue to use the Four Square Writing Method and graphic organizers as a daily technique for structuring their writing.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Teachers will encourage students to continue to use of graphic organizers as a daily technique for structuring their writing.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Small group instruction using mini-lessons on either (focus-organization-support or conventions) will be assess monthly and Summative: Results of the 2014 FCAT Writing 2.0.

Facilitator:
Instructional Coaches

Participants:
Fourth and Eighth Grade Teachers

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #2

Action:
Teachers will encourage students to continue to use of graphic organizers as a daily technique for structuring their writing.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion
Formative: Small group instruction using mini-lessons on either (focus-organization-support or conventions) will be assess monthly and Summative: Results of the 2014 FCAT Writing 2.0.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #2

Action:
Teachers will encourage students to continue to use of graphic organizers as a daily technique for structuring their writing.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Small group instruction using mini-lessons on either (focus-organization-support or conventions) will be assess monthly and Summative: Results of the 2014 FCAT Writing 2.0.

Goal #3:	The results of the 2013 FCAT 2.0 Mathematics indicates that 63% of students achieved a Level 3 or above in proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 4 percentage points to 67%.
Barrier #1:	The subgroups that did not meet their 2012-2013 AMO targets were • Asian • Hispanic • English Language Learners (ELL) • Economically Disadvantaged (ED)
Strategy #1 to Overcome the Barrier	Teachers will provide opportunities for students to compare and order fractions, mixed numbers, and decimals in the same or different forms and to use multiple representations to translate and model multi-step real world application problems involving Geometry and Measurement. Teachers will use the Pacing Guide aligned topic assessments and focus resources to progress monitor students' mastery of targeted grade level objectives and essential content.

Step #1 to Implement Strategy #1

Action:
Provide the same or different forms and to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement. Teachers will use the Pacing Guide aligned Topic Assessments and focus resources to progress monitor students' mastery of targeted grade level objectives and essential content.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments, progress monitoring and SuccessMaker Summative: Results for the 2014 FCAT 2.0 Mathematics

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #3

Action:
Following the FCIM, bi-weekly or monthly assessment data reports will be reviewed and analyzed and then shared with third through eighth grade teachers to ensure students are making progress in the areas of deficiencies and adjust instruction as needed.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion
Formative: bi-weekly or monthly assessments, progress monitoring and SuccessMaker and Summative: Results for the 2014 FCAT 2.0 Mathematics

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #3

Action:
Following the FCIM, bi-weekly or monthly assessment data reports will be reviewed and analyzed and then shared with third through eighth grade teachers to ensure students are making progress in the areas of deficiencies and adjust instruction as needed.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments, progress monitoring and SuccessMaker Summative: Results for the 2014 FCAT 2.0 Mathematics

Goal #3:	The results of the 2013 FCAT 2.0 Mathematics indicates that 63% of students achieved a Level 3 or above in proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 4 percentage points to 67%.
Barrier #2:	The results of the 2013 FCAT 2.0 Mathematics indicates that 31% of students achieved a Level 3. The areas of deficiency were • Grade 3: Number: Fractions • Grade 4: Number: Base Ten and Fractions • Grades 5, 6, and 8: Geometry and Measurement • Grade 7: Statistics and Probability
Strategy #1 to Overcome the Barrier	Teachers will provide opportunities for students to compare and order fractions, mixed numbers and decimals in the same or different forms and to use multiple representations to translate and model multi-step real world application problems involving Geometry and Measurement. Teachers will use the Pacing Guide aligned Topic Assessments and focus resources to progress monitor students' mastery of targeted grade level objectives and essential content.

Step #1 to Implement Strategy #1

Action:
Teachers will provide opportunities for students to compare and order fractions, mixed numbers and decimals in the same or different forms and to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement. Teachers will use the Pacing Guide aligned Topic Assessments and focus resources to progress monitor students' mastery of targeted grade level objectives and essential content.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments, progress monitoring and SuccessMaker Summative: Results for the 2014 FCAT 2.0 Mathematics

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #3

Action:
Following the FCIM, bi-weekly or monthly assessment data reports will be reviewed and analyzed and then shared with third through eighth grade teachers to ensure students are making progress in the areas of deficiencies and adjust instruction as needed.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion
Formative: bi-weekly or monthly assessments, progress monitoring and SuccessMaker Summative: Results for the 2014 FCAT 2.0 Mathematics

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #3

Action:
Following the FCIM, bi-weekly or monthly assessment data reports will be reviewed and analyzed and then shared with the third through eighth grade teachers to ensure students are making progress in the areas of deficiencies and adjust instruction as needed.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments, progress monitoring and SuccessMaker Summative: Results for the 2014 FCAT 2.0 Mathematics

Goal #3:	The results of the 2013 FCAT 2.0 Mathematics indicates that 63% of students achieved a Level 3 or above in proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 4 percentage points to 67%.
Barrier #3:	The results of the 2013 FCAT 2.0 Mathematics indicates that 32% of students achieved a Level 4 and above.The areas of deficiency were • Grade 3: Number: Fractions • Grade 4: Number: Base Ten and Fractions • Grades 5, 6, and 8: Geometry and Measurement • Grade 7: Statistics and Probability
Strategy #1 to Overcome the Barrier	Teachers will provide students with enrichment opportunities to represent and identify fractions, including fractions greater than one, using area, set and linear models, relate equivalent fractions and decimals with and without models and extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of Geometry and Measurement.

Step #1 to Implement Strategy #1

Action:
Provide students with enrichment opportunities to represent and identify fractions, including fractions greater than one, using area, set and linear models, relate equivalent fractions and decimals with and without models, and extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of Geometry and Measurement.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments, progress monitoring and SuccessMaker Summative: Results for the 2014 FCAT 2.0 Mathematics

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #3

Action:
Following the FCIM, ensure mathematics literature and terminology is reflected in lesson plans and is aligned with the most recent data results. Monitor the implementation of the identified strategies.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion
Formative: bi-weekly or monthly assessments, progress monitoring and SuccessMaker Summative: Results for the 2014 FCAT 2.0 Mathematics

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #3

Action:
Following the FCIM, bi-weekly or monthly assessment data reports will be reviewed and analyzed and then shared with the third through eighth grade teachers to ensure students are making progress in the areas of deficiencies and adjust instruction as needed.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments, progress monitoring and SuccessMaker Summative: Results for the 2014 FCAT 2.0 Mathematics

Goal #3:	The results of the 2013 FCAT 2.0 Mathematics indicates that 63% of students achieved a Level 3 or above in proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 4 percentage points to 67%.
Barrier #4:	The results of the 2013 FCAT 2.0 Mathematics indicates that 70% of students made learning gains.
Strategy #1 to Overcome the Barrier	Emphasis will be placed on strategies which provide contexts for mathematical exploration and the development of student understanding of mathematical concepts through the use of manipulatives and engaging opportunities for practice.

Step #1 to Implement Strategy #1

Action:
Teachers will review data from progress monitoring assessments on a monthly basis and adjust instruction as needed. Teachers will use the data to determine placement of students into guided math groups, tutoring and use of SuccessMaker.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments, progress monitoring and SuccessMaker Summative: Results for the 2014 FCAT 2.0 Mathematics

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #4 to Goal #3

Action:
Following the FCIM, monitor mathematics literature and terminology is reflected in lesson plans and is aligned with the most recent data results, review data from progress monitoring assessments on a monthly basis and adjust instruction as needed, will use the data to determine placement of students in guided math groups, tutoring and use of SuccessMaker.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion
Formative: bi-weekly or monthly assessments, progress monitoring and SuccessMaker Summative: Results for the 2014 FCAT 2.0 Mathematics

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #4 to Goal #3

Action:
Following the FCIM, ensure mathematics literature and terminology is reflected in lesson plans and is aligned with the most recent data results. Monitor the implementation of the identified strategies.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments, progress monitoring and SuccessMaker Summative: Results for the 2014 FCAT 2.0 Mathematics

Goal #3:	The results of the 2013 FCAT 2.0 Mathematics indicates that 63% of students achieved a Level 3 or above in proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 4 percentage points to 67%.
Barrier #5:	The results of the 2013 FCAT 2.0 Mathematics indicates that 60% of students in the lowest 25% made learning gains.
Strategy #1 to Overcome the Barrier	Emphasis will be on identifying the lowest performing students in grades 3-8 based on instructional needs. Provide before, after and in-house tutoring sessions including pull-out and push-in models which correlates instruction to deficiencies.

Step #1 to Implement Strategy #1

Action:
Review data from progress monitoring assessments on a monthly basis and adjust instruction as needed. Teachers will use the data to determine placement of students into guided math groups, tutoring and use of SuccessMaker.

Person or Persons Responsible:
Teacher

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments, progress monitoring and SuccessMaker Summative: Results for the 2014 FCAT 2.0 Mathematics

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #5 to Goal #3

Action:
Following the FCIM, ensure mathematics literature and terminology is reflected in lesson plans and is aligned with the most recent data results. Monitor the implementation of the identified strategies.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion
Formative: bi-weekly or monthly assessments, progress monitoring and SuccessMaker Summative: Results for the 2014 FCAT 2.0 Mathematics

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #5 to Goal #3

Action:
Following the FCIM, ensure mathematics literature and terminology is reflected in lesson plans and is aligned with the most recent data results. Monitor the implementation of the identified strategies.

Person or Persons Responsible:
MTSS/R+I

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments, progress monitoring and SuccessMaker Summative: Results for the 2014 FCAT 2.0 Mathematics

Goal #4:	The results of the 2013 Algebra I EOC Exam indicate that 97% of students achieved a level 3 or above. Our goal for the 2013-2014 school year is to maintain the percentage of students that achieve a level 3 or above at 97%.
Barrier #1:	The results of the 2013 Algebra I EOC Exam indicate that 33% of students achieved a level 3. The areas of deficiency were: Rationals, Radicals, Quadratics and Discrete Mathematics.
Strategy #1 to Overcome the Barrier	Teachers will provide opportunities for students to • Solve algebraic proportions in real-world and mathematical contexts. • Solve real-world problems using quadratic equations. • Perform set operations, such as union and intersection, complement and cross product.

Step #1 to Implement Strategy #1

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

Person or Persons Responsible:
Teacher

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments Summative: 2014 Algebra I End of Course Exam

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #4

Action:
Monitor the results of bi-weekly or monthly assessments

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion
Formative: bi-weekly or monthly assessments Summative: 2014 Algebra I End of Course Exam

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #4

Action:
Monitor the results of bi-weekly or monthly assessments

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments Summative: 2014 Algebra I End of Course Exam

Goal #4:	The results of the 2013 Algebra I EOC Exam indicate that 97% of students achieved a level 3 or above. Our goal for the 2013-2014 school year is to maintain the percentage of students that achieve a level 3 or above at 97%.
Barrier #2:	The results of the 2013 Algebra I End of Course Exam indicates that 64% of students achieved a level 4 or above. The areas of deficiency were: Rationals, Radicals, Quadratics and Discrete Mathematics.
Strategy #1 to Overcome the Barrier	Teachers will provide opportunities for students to • Solve algebraic proportions in real-world and mathematical contexts. • Add, subtract, multiply and divide radical expressions and simplify the results. • Solve real-world problems using quadratic equations. • Perform set operations, such as union and intersection, complement and cross product.

Step #1 to Implement Strategy #1

Action:
Provide opportunities for students to solve algebraic proportions in real-world and mathematical contexts, add, subtract, multiply, and divide radical expressions and simplify the results, solve real-world problems using quadratic equations and perform set operations, such as union and intersection, complement and cross product.

Person or Persons Responsible:
Teacher

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments Summative: 2014 Algebra I End of Course Exam

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #4

Action:
Monitor the results of bi-weekly or monthly assessments

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion
Formative: bi-weekly or monthly assessments Summative: 2014 Algebra I End of Course Exam

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #4

Action:
Monitor the results of bi-weekly or monthly assessments

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments Summative: 2014 Algebra I End of Course Exam

Goal #5:	The results of the 2013 Geometry EOC Exam indicates that 96% of students achieved a level 3 and above. Our goal for the 2013-2014 school year is to maintain the percentage of students that achieve a level 3 and above at 96%.
Barrier #1:	The results of the 2013 Geometry EOC Exam indicate that 22% of students achieved a level 3.
Strategy #1 to Overcome the Barrier	Provide opportunities for students to practice the content so they will be able to • Identify the converse, inverse or contrapositive of a given statement. • Determine whether two propositions are logically equivalent in mathematical or real-world contexts. • Solve problems using the trigonometric ratios sine, cosine or tangent to determine side lengths or angle measures.

Step #1 to Implement Strategy #1

Action:
Teachers will provide opportunities for students to practice the content so they will be able to • Identify the converse, inverse, or contrapositive of a given statement. • Determine whether two propositions are logically equivalent in mathematical or real-world contexts. • Solve problems using the trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments Summative: 2014 Geometry End of Course Exam

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #5

Action:
Monitor the results of bi-weekly or monthly assessments

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion
Formative: bi-weekly or monthly assessments Summative: 2014 Algebra I End of Course Exam

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #5

Action:
Monitor the results of bi-weekly or monthly assessments

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments Summative: 2014 Algebra I End of Course Exam

Goal #5:	The results of the 2013 Geometry EOC Exam indicates that 96% of students achieved a level 3 and above. Our goal for the 2013-2014 school year is to maintain the percentage of students that achieve a level 3 and above at 96%.
Barrier #2:	The results of the 2013 Geometry EOC Exam indicates that 74% of students achieved a level 4 and above.
Strategy #1 to Overcome the Barrier	Teachers will provide opportunities for students to master the content so they will be able to • Identify the converse, inverse and contrapositive of a given statement. • Determine whether two propositions are logically equivalent in mathematical and real-world contexts. • Solve problems using the trigonometric ratios sine, cosine and tangent to determine side lengths and angle measures.

Step #1 to Implement Strategy #1

Action:
Provide opportunities for students to master the content so they will be able to • Identify the converse, inverse, and contrapositive of a given statement. • Determine whether two propositions are logically equivalent in mathematical and real-world contexts. • Solve problems using the trigonometric ratios sine, cosine, and tangent to determine side lengths and angle measures.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments Summative: 2014 Geometry End of Course Exam

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #5

Action:
Monitor the results of bi-weekly or monthly assessments

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion
Formative: bi-weekly or monthly assessments Summative: 2014 Algebra I End of Course Exam

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #5

Action:
Monitor the results of bi-weekly or monthly assessments

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments Summative: 2014 Algebra I End of Course Exam

Goal #6:	The number of students participating in high school EOC courses was 52% in 2012 – 2013. Our goal for the 2013-2014 school year is to increase the percentage of students to 57%.
Barrier #1:	Students not encouraged to participate in a high school EOC.
Strategy #1 to Overcome the Barrier	Promote high school programs that require participation in high school EOC courses during middle school. Articulate with the Feeder Pattern high schools for accelerated course of study guides.

Step #1 to Implement Strategy #1

Action:
Articulate with Feeder Pattern High School for information on course of study guides in high school. Teachers will recommend students for high school EOC courses.

Person or Persons Responsible:
Teacher

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Subject Selection Forms

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #6

Action:
Monitor student enrollment in high school EOC courses.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion
Subject Selection Forms

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #6

Action:
Monitor student enrollment in high school EOC courses.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Subject Selection Forms

Goal #7:	The overall performance on high school EOC was 98% of students performed at least at a proficient level. Our goal for the 2013-2014 school year is to maintain the overall performance at 98%.
Barrier #1:	Students not academically prepared to take the EOC
Strategy #1 to Overcome the Barrier	Provide professional development opportunities for teachers

Step #1 to Implement Strategy #1

Action:
Provide opportunities for students to become proficient in the areas of deficiency as identified in the formative assessments

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments Summative: 2014 End of Course Exam

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #7

Action:
Monitor the results of progress monitoring assessment data to monitor students' progress and adjust instruction as needed

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion
Formative: bi-weekly or monthly assessments Summative: 2014 End of Course Exam

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #7

Action:
Monitor the results of progress monitoring assessment data to monitor students' progress and adjust instruction as needed

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments Summative: 2014 End of Course Exam

Goal #8:	The results of the 2013 FCAT 2.0 Science indicates that 24% of fifth grade students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 3 percentage points to 27%.
Barrier #1:	The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science was Physical Science.
Strategy #1 to Overcome the Barrier	Students will have more hands-on opportunities through inquiry-based learning. Teachers will increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Monitor the results of progress monitoring assessment data to monitor students' progress and adjust instruction as needed.

Person or Persons Responsible:
Teacher

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments Summative: Results of the 2014 FCAT 2.0 Science

Facilitator:
Instructional Coaches

Participants:
Grade 3-8 Science Teachers

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #8

Action:
Progress monitoring assessment data to monitor students' progress and adjust instruction as needed.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion
Formative: bi-weekly or monthly assessments Summative: Results of the 2014 FCAT 2.0 Science

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #8

Action:
Monitor the results of progress monitoring assessment data to and the implementation of identified strategies.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments Summative: Results of the 2014 FCAT 2.0 Science

Goal #9:	The results of the 2013 FCAT 2.0 Science Test indicate that 35% of the eighth grade students achieved a level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 3 percentage points to 38%.
Barrier #1:	The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science Test was Nature of Science
Strategy #1 to Overcome the Barrier	Students will have more hands-on opportunities through inquiry-based learning. Teachers will increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Monitor the results of progress monitoring assessment data to monitor students' progress and adjust instruction as needed.

Person or Persons Responsible:
Teacher

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments Summative: Results of the 2014 FCAT 2.0 Science

Facilitator:
Instructional Coaches

Participants:
Fifth and Eighth Grade Science Teachers

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #9

Action:
Monitor the results of progress monitoring assessment data to and the implementation of identified strategies.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion
Formative: bi-weekly or monthly assessments Summative: Results of the 2014 FCAT 2.0 Science

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #9

Action:
Monitor the results of progress monitoring assessment data to and the implementation of identified strategies.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments Summative: Results of the 2014 FCAT 2.0 Science

Goal #10:	Increase opportunities for STEM applied learning by increasing opportunity for students to participate in CTSO (National Junior Honor Society and SECME) career and technical skill competitions by 75% (5).
Barrier #1:	Teachers not trained as SECME and NJHS advisors need to be provided technical and leadership support required for CTSO student achievement.
Strategy #1 to Overcome the Barrier	• We have limited evidence of completed student projects in STEM ie., The Miami Dade STEM EXPO (Science Fair and SECME) and the David Fairchild Challenge. • We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions.

Step #1 to Implement Strategy #1

Action:
Provide school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible:
Teacher

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Competition Registration Reports

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #10

Action:
Monitor increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion
Competition Registration Reports

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #10

Action:
Monitor increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Competition Registration Reports

Goal #11:	In order to emphasize/engage students in the problem solving process, we need to increase student enrollment in middle school Business Technology Education courses by 10%.
Barrier #1:	Computers to accommodate an increase in enrollment.
Strategy #1 to Overcome the Barrier	Promote enrollment and create an additional computer lab to accommodate increase in enrollment.

Step #1 to Implement Strategy #1

Action:
Homeroom teachers will promote enrollment in CTE courses by articulating with the Business Technology Teacher

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Number of students selecting CTE courses for the upcoming school year in the subject selection form.

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #11

Action:
Monitor articulation between the CTE teacher and homeroom teachers.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion
Number of students selecting CTE courses for the upcoming school year on the subject selection form.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #11

Action:
Monitor articulation between the CTE teacher and homeroom teachers.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Number of students selecting CTE courses for the upcoming school year on the subject selection form.

Goal #11:	In order to emphasize/engage students in the problem solving process, we need to increase student enrollment in middle school Business Technology Education courses by 10%.
Barrier #2:	CTE students in accelerated courses
Strategy #1 to Overcome the Barrier	Articulate with feeder pattern schools to increase in enrollment in accelerated courses.

Step #1 to Implement Strategy #1

Action:
Promote student enrollment in accelerated courses by articulating with feeder pattern schools during the Magnet Fair and Feeder Pattern Showcase

Person or Persons Responsible:
Teachers and Counselor

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Student sign-in sheets during the Magnet Fair and Feeder Pattern Showcase. Student subject selection forms for the upcoming school year.

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #11

Action:
Provide opportunities and monitor articulation with feeder pattern schools.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion
Student sign-in sheets during feeder pattern events and student subject selection forms for the upcoming school year.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #11

Action:
Provide opportunities and monitor articulation with feeder pattern schools.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Student sign-in sheets during feeder pattern events and student subject selection forms for the upcoming school year.

Goal #11:	In order to emphasize/engage students in the problem solving process, we need to increase student enrollment in middle school Business Technology Education courses by 10%.
Barrier #3:	Teachers holding industry certification
Strategy #1 to Overcome the Barrier	Provide opportunities for teachers to get industry certification.

Step #1 to Implement Strategy #1

Action:
Take courses and attend professional developments that will prepare teachers and lead to industry certification.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Completion of industry certification course requirements and exam

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #11

Action:
Provide opportunities for teachers to take courses and attend professional developments that will prepare them for industry certification.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion
Completion of industry certification course requirements and exam

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #11

Action:
Provide opportunities for teachers to take courses and attend professional developments that will prepare them for industry certification.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Completion of industry certification course requirements and exam

Goal #12:	The results of the 2013 Civics Baseline Exam indicates that 1% of students scored proficient. The areas of deficiency were Organization and Function of Government and Origins and Purposes of Law and Government.
Barrier #1:	The results of the 2013 Civics Baseline Exam indicates that 1% of students scored proficient.
Strategy #1 to Overcome the Barrier	Provide opportunities for students to analyze and understand their own performance data from interim assessments in order to maximize understanding of content strengths and areas in need of performance.

Step #1 to Implement Strategy #1

Action:
Provide opportunities/intervention for students who demonstrate deficiencies in benchmark mastery.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments and progress monitoring Summative: Results for the 2014 Civics EOC

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #12

Action:
Following the FCIM, bi-weekly or monthly assessment data reports will be reviewed and analyzed and then shared with the Civics teachers to ensure students are making progress in the areas of deficiencies and adjust instruction as needed.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion
Formative: bi-weekly or monthly assessments and progress monitoring Summative: Results for the 2014 Civics EOC

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #12

Action:
Following the FCIM, bi-weekly or monthly assessment data reports will be reviewed and analyzed and then shared with the Civics teachers to ensure students are making progress in the areas of deficiencies and adjust instruction as needed.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments and progress monitoring Summative: Results for the 2014 Civics EOC

Goal #13:	The results of the 2013 Civics Baseline Exam indicates that 1% of students scored proficient. The areas of deficiency were Organization and Function of Government and Origins and Purposes of Law and Government.
Barrier #1:	Students not scoring proficient on the District Civics Baseline Assessment.
Strategy #1 to Overcome the Barrier	Provide opportunities for students to analyze and understand their own performance data from interim assessments in order to maximize understanding of content strengths and areas in need of performance.

Step #1 to Implement Strategy #1

Action:
Provide opportunities/intervention for students who demonstrate deficiencies in benchmark mastery.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments and progress monitoring. Summative: 2014 Civics EOC

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #13

Action:
Following the FCIM, bi-weekly or monthly assessment data reports will be reviewed and analyzed and then shared with the Civics teachers to ensure students are making progress in the areas of deficiencies and adjust instruction as needed.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion
Formative: bi-weekly or monthly assessments and progress monitoring. Summative: 2014 Civics EOC

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #13

Action:
Following the FCIM, bi-weekly or monthly assessment data reports will be reviewed and analyzed and then shared with the Civics teachers to ensure students are making progress in the areas of deficiencies and adjust instruction as needed.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: bi-weekly or monthly assessments and progress monitoring. Summative: 2014 Civics EOC

Goal #14:	Decrease the percentage of students who; missed 10% or more of available instructional time, were retained from PreK to Grade 5, who were not proficient in reading by grade 3,and had 2 or more behavior referrals with one or more that lead to suspension.
Barrier #1:	The percentage of students who missed 10% or more of available instructional time was 5%. Our goal for 2014 is to decrease this percentage by 1%.
Strategy #1 to Overcome the Barrier	Identify and refer students who may be developing a pattern of excessive absences and excessive tardies to the Attendance Review Committee for intervention services.

Step #1 to Implement Strategy #1

Action:
Counselors will identify students in order to meet with them and/or their parents to establish an improved attendance goal.

Person or Persons Responsible:
Counselors

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Daily Attendance Bulletin and COGNOS Reports

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #14

Action:
Monitor the students who may be developing or pattern of absences and facilitate the necessary intervention services.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion
Daily Attendance Bulletin and COGNOS reports

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #14

Action:
Monitor the students who may be developing or pattern of absences and facilitate the necessary intervention services.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Daily Attendance Bulletin and COGNOS reports

Goal #14:	Decrease the percentage of students who; missed 10% or more of available instructional time, were retained from PreK to Grade 5, who were not proficient in reading by grade 3,and had 2 or more behavior referrals with one or more that lead to suspension.
Barrier #1:	The percentage of students who missed 10% or more of available instructional time was 5%. Our goal for 2014 is to decrease this percentage by 1%.
Strategy #2 to Overcome the Barrier	The EESAC and the PTSA will continue to provide incentives for student attendance which will be monitored on a monthly basis.

Step #1 to Implement Strategy #2

Action:
Identify and documents the name of students who are in attendance every day. Teachers will submit the Student Perfect Attendance List to administration to enter into the monthly attendance incentive drawing.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Monthly

Evidence of Completion:
Student Perfect Attendance List

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #14

Action:
Monitor that each teacher identifies and submits the Student Perfect Attendance List at the end of every month.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Monthly

Evidence of Completion
Student Perfect Attendance List

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #14

Action:
Monitor that each teacher identifies and submits the Student Perfect Attendance List at the end of every month

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Monthly

Evidence of Completion:
Student Perfect Attendance List

Goal #14:	Decrease the percentage of students who; missed 10% or more of available instructional time, were retained from PreK to Grade 5, who were not proficient in reading by grade 3,and had 2 or more behavior referrals with one or more that lead to suspension.
Barrier #2:	The percentage of students retained from PreK to Grade 5 was 2%. Our goal for 2014 is to decrease this percentage by 1%.
Strategy #1 to Overcome the Barrier	Students will have intervention opportunities through our early bird, in-house and after school tutoring programs.

Step #1 to Implement Strategy #1

Action:
Identify students who have been retained and provide intervention opportunities through our early bird, in-house and after school tutoring programs.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Tutoring Attendance Log Formative: monthly assessments and Intervention Program Data Reports Summative: 2014 FCAT 2.0 results

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #14

Action:
Monitor the results of monthly assessments and Intervention Program Data Reports to ensure student progress.

Person or Persons Responsible:
MTSS/Rtl

Target Dates or Schedule:
Ongoing

Evidence of Completion
Tutoring Attendance Log Formative: monthly assessments and Intervention Program Data Reports Summative: 2014 FCAT 2.0 results

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #14

Action:
Monitor the results of monthly assessments and Intervention Program Data Reports to ensure student progress.

Person or Persons Responsible:
MTSS/Rtl

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Tutoring Attendance Log Formative: monthly assessments and Intervention Program Data Reports Summative: 2014 FCAT 2.0 results

Goal #14:	Decrease the percentage of students who; missed 10% or more of available instructional time, were retained from PreK to Grade 5, who were not proficient in reading by grade 3,and had 2 or more behavior referrals with one or more that lead to suspension.
Barrier #3:	The percentage of students who were not proficient in reading by grade 3 was 42%. Our goal for 2014 is to decrease this percentage by 4%.
Strategy #1 to Overcome the Barrier	Students will have intervention opportunities through our early bird, in-house and after school tutoring programs.

Step #1 to Implement Strategy #1

Action:
Identify students who were not proficient in reading by grade 3 and provide intervention opportunities through our early bird, in-house and after school tutoring programs. Provide small group instruction and differentiated instruction.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Tutoring Attendance Log Formative: monthly assessments and Intervention Program Data Reports Summative: 2014 FCAT 2.0 results

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #14

Action:
Monitor the results of monthly assessments and Intervention Program Data Reports to ensure student progress.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion
Tutoring Attendance Log Formative: monthly assessments and Intervention Program Data Reports Summative: 2014 FCAT 2.0 results

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #14

Action:
Monitor the results of monthly assessments and Intervention Program Data Reports to ensure student progress.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Tutoring Attendance Log Formative: monthly assessments and Intervention Program Data Reports Summative: 2014 FCAT 2.0 results

Goal #14:	Decrease the percentage of students who; missed 10% or more of available instructional time, were retained from PreK to Grade 5, who were not proficient in reading by grade 3,and had 2 or more behavior referrals with one or more that lead to suspension.
Barrier #4:	The percentage of students with 2 or more behavior referrals with one or more that lead to suspension was 1%. Our goal is to maintain this percentage.
Strategy #1 to Overcome the Barrier	Maintain a Ten-Step Discipline Plan that will begin with parental contacts on the first infraction led by conferences for the second infraction and followed by detention hall after school for subsequent infractions. Implement the Alternative to Suspension Plan school wide.

Step #1 to Implement Strategy #1

Action:
Provide students with behavior orientations where students will learn tolerance, appropriate socialization skills and become familiar with the Student Code of Conduct.

Person or Persons Responsible:
Counselors

Target Dates or Schedule:
Ongoing

Evidence of Completion:
COGNOS Report

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #4 to Goal #14

Action:
Monitor student referrals and adjust interventions as needed.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion
COGNOS Report

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #4 to Goal #14

Action:
Monitor student referrals and adjust behavior interventions as needed.

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
COGNOS Report

Goal #14:	Decrease the percentage of students who; missed 10% or more of available instructional time, were retained from PreK to Grade 5, who were not proficient in reading by grade 3,and had 2 or more behavior referrals with one or more that lead to suspension.
Barrier #4:	The percentage of students with 2 or more behavior referrals with one or more that lead to suspension was 1%. Our goal is to maintain this percentage.
Strategy #2 to Overcome the Barrier	Implement the Do The Right Thing Program school wide to recognize students who have exhibited positive behavior.

Step #1 to Implement Strategy #2

Action:
Provide students with behavior orientations where students will learn tolerance, appropriate socialization skills and become familiar with the Do The Right Thing Program

Person or Persons Responsible:
Counselors

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Student Attendance Lists

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #4 to Goal #14

Action:
Monitor students' behavior and recognition for positive behavior

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion
Student Attendance Lists

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #4 to Goal #14

Action:
Monitor students' behavior and recognition for positive behavior

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Student Attendance Lists

Goal #15:	Parental involvement in the 2012-2013 school year showed an increase of 19% attendees in Instructional Informational meetings as compared to the 2011-2012 school year. Our goal for the 2013-2014 school year is increase parent involvement by 1%
Barrier #1:	Parents may have a limited understanding of student data and how it affects teaching and learning.
Strategy #1 to Overcome the Barrier	Encourage parent involvement in events such as FCAT 2.0 and SESAT/SAT-10 Parent Nights through Connect-Ed messages, school-wide flyers, posters and information placed on the marquee.

Step #1 to Implement Strategy #1 - Budget Item

Action:
Encourage parent involvement in academic events by communicating by informing parents via email, phone, or written communication.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Parent Academy Sign-In Sheets and Teacher Communication Logs

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #15

Action:
Monitor parent attendance to school academic events

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion
Parent Academy Sign-In Sheets and Teacher Communication Logs

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #15

Action:
Monitor parent attendance to school academic events

Person or Persons Responsible:
MTSS/RtI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Parent Academy Sign-In Sheets and Teacher Communication Logs

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).
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).

Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school

Eugenia B. Thomas K-8 Center uses Title III funds to supplement and enhance the programs for English Language Learners (ELL) by providing tutorial programs for students in grades 3-5 and supplementary instructional materials for students in grades K-8.

Professional Development

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.

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:

Goal #1: The results of the 2013 FCAT 2.0 Reading indicate that 69% of students achieved a level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase the proficiency by 3 percentage points to 72%.

Barrier #2: The areas of deficiency for students scoring a level 3 as noted on the 2013 administration of the FCAT 2.0 Reading were Grade 3: Reading Application and Literary Analysis: Fiction and Nonfiction Grade 4: Vocabulary Grade 5: Reading Application Grade 6: Reading Application and Literary Analysis: Fiction and Nonfiction Grade 7: Reading Application, Literary Analysis: Fiction/Nonfiction and Informational Text Grade 8: Reading Application

Strategy #1: Students will develop and maintain a response journal. Teachers will instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships during pre-reading activities. Teachers will provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea or topic.

Action Step #1: Teachers will provide students with the opportunity to use graphic organizers to see pattern, summarize the main points, opportunities for students to distinguish their own point of view from that of the narrator, characters or of the author of the text.

Facilitator leader
Reading Plus Program Facilitor

Participants
Grade 3-8 Language Arts/Reading Teachers

Target dates or schedule
Ongoing

Evidence of Completion and Person Responsible for Monitoring
Formative Assessments: Formal and Informal Assessments
(Person Responsible: Teachers)

Barrier #3: The areas of deficiency for students scoring a level 4 and above as noted on the 2013 administration of the FCAT 2.0 Reading were Grade 3: Reading Application and Literary Analysis: Fiction and Nonfiction Grade 4: Vocabulary Grade 5: Reading Application Grade 6: Reading Application and Literary Analysis: Fiction and Nonfiction Grade 7: Reading Application, Literary Analysis: Fiction/Nonfiction and Informational Text Grade 8: Reading Application

Strategy #1: Students will read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently. Teachers will provide opportunities for students to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Students will practice justifying answers by going back to the text for support. Teachers will help students use graphic organizers to see pattern and summarize the main points.

Action Step #1: Teachers will provide students with the opportunity to use graphic organizers to see pattern, summarize the main points, opportunities for students to distinguish their own point of view from that of the narrator, characters or the author of the text.

Facilitator leader
Reading Plus Program Facilitator

Participants
Grade 3-8 Language Arts/Reading Teachers

Target dates or schedule
Ongoing

Evidence of Completion and Person Responsible for Monitoring
Formative Assessments: Formal and Informal Assessments
Summative: Results for the 2014 FCAT 2.0 Reading
(Person Responsible: Teachers)

Goal #2: The results of the 2013 FCAT 2.0 Writing Test indicate that 73% of students in fourth and eighth grade achieved a Level 3.5 and above in proficiency. Our goal is to increase student proficiency by 3 percentage points to 76%.

Barrier #1: The results of the 2013 FCAT 2.0 Writing indicates that 75% of students in fourth grade achieved a Level 3.5 and above in proficiency.

Strategy #1: Students will continue to use the Four Square Writing Method and graphic organizers as a daily technique for structuring their writing.

Action Step #1: Teachers will encourage students to continue to use of graphic organizers as a daily technique for structuring their writing.

Facilitator leader
Teachers

Participants
Fourth and Eighth Grade Teachers

Target dates or schedule
Ongoing

Evidence of Completion and Person Responsible for Monitoring
Formative: Small group instruction using mini-lessons on either (focus-organization-support or conventions) will be assess monthly and Summative: Results of the 2014 FCAT Writing 2.0.

(Person Responsible: Teachers)

Barrier #2: The results of the 2013 FCAT 2.0 Writing indicates that 70% of students in eighth grade achieved a Level 3.5 and above in proficiency.

Strategy #1: Students will continue to use the Four Square Writing Method and graphic organizers as a daily technique for structuring their writing.

Action Step #1: Teachers will encourage students to continue to use of graphic organizers as a daily technique for structuring their writing.

Facilitator leader
Instructional Coaches

Participants
Fourth and Eighth Grade Teachers

Target dates or schedule
Ongoing

Evidence of Completion and Person Responsible for Monitoring
Formative: Small group instruction using mini-lessons on either (focus-organization-support or conventions) will be assess monthly and Summative: Results of the 2014 FCAT Writing 2.0.
(Person Responsible: Teachers)

Goal #8: The results of the 2013 FCAT 2.0 Science indicates that 24% of fifth grade students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 3 percentage points to 27%.

Barrier #1: The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science was Physical Science.

Strategy #1: Students will have more hands-on opportunities through inquiry-based learning. Teachers will increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards.

Action Step #1: Monitor the results of progress monitoring assessment data to monitor students' progress and adjust instruction as needed.

Facilitator leader
Instructional Coaches

Participants
Grade 3-8 Science Teachers

Target dates or schedule
Ongoing

Evidence of Completion and Person Responsible for Monitoring
Formative: bi-weekly or monthly assessments
Summative: Results of the 2014 FCAT 2.0 Science

(Person Responsible: Teacher)

Goal #9: The results of the 2013 FCAT 2.0 Science Test indicate that 35% of the eighth grade students achieved a level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 3 percentage points to 38%.

Barrier #1: The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science Test was Nature of Science

Strategy #1: Students will have more hands-on opportunities through inquiry-based learning. Teachers will increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards.

Action Step #1: Monitor the results of progress monitoring assessment data to monitor students' progress and adjust instruction as needed.

Facilitator leader
Instructional Coaches

Participants
Fifth and Eighth Grade Science Teachers

Target dates or schedule
Ongoing

Evidence of Completion and Person Responsible for Monitoring
Formative: bi-weekly or monthly assessments
Summative: Results of the 2014 FCAT 2.0 Science

(Person Responsible: Teacher)

Budget

Budget Summary by Goal

Goal	Description	Total
Goal #15	Parental involvement in the 2012-2013 school year showed an increase of 19% attendees in Instructional Informational meetings as compared to the 2011-2012 school year. Our goal for the 2013-2014 school year is increase parent involvement by 1%	$7,000
	Total	$7,000

Budget Summary by Resource Type and Funding Source

Resource Type	Technology	Total
EESAC	$7,000	$7,000
Total	$7,000	$7,000

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

Goal #15: Parental involvement in the 2012-2013 school year showed an increase of 19% attendees in Instructional Informational meetings as compared to the 2011-2012 school year. Our goal for the 2013-2014 school year is increase parent involvement by 1%

Barrier #1: Parents may have a limited understanding of student data and how it affects teaching and learning.

Strategy #1: Encourage parent involvement in events such as FCAT 2.0 and SESAT/SAT-10 Parent Nights through Connect-Ed messages, school-wide flyers, posters and information placed on the marquee.

Action Step #1: Encourage parent involvement in academic events by communicating by informing parents via email, phone, or written communication.

Resource Type	Technology
Resource	Technology Funds for toner, ink, etc. for teachers to develop written communication (flyers, agendas, presentation handouts, etc.)
Funding Source	EESAC
Amount Needed	$7,000