



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Village Green Elementary School

12265 SW 34TH ST

Miami, FL 33175

305-226-0441

<http://villagegreen.dadeschools.net/>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 75%
Alternative/ESE Center No	Charter School No	Minority Rate 97%

School Grades History

2013-14 B	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Village Green Elementary Schl

Principal

Henry Fernandez

School Advisory Council chair

Yvonne LaPierre

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

Name	Title
Henry Fernandez	Principal
Tania C. Vega	Assistant Principal
Dr. Lissette Riera	School Counselor/MTSS/Rtl Facilitator
Ana Simeon	Media Specialist
Carmen Irons	SPED Lead
Evelyn Franco	Teacher of the Gifted
Yuri Soliman-Palomo	ELL Teacher
Karen Proano	Science Liaison
Stephanie Pascual	Grade Level Chairperson K-2
Barbara Esquijarosa	Grade Level Chairperson 3-5
Marcelo Proano	Parent
Felix Perez	Community Member
Lida Menendez	Mathematics Liaison

District-Level Information

District

Dade

Superintendent

Mr. Alberto M. Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Henry Fernandez, Principal
Tania C. Vega, Assistant Principal

Yvonne LaPierre, Chair
Dr. Lissette Riera, Teacher
Elizabeth Cid, Teacher
Jessica Dannenberg, Teacher
Carmen Irons, Teacher
Barbara Esquijarosa, Teacher/UTD
Miriam J. Gerstner, Alternate Teacher
Hilda Llerena, Educational Support
Ileana Maturana, AE
Idania Naval, Parent
Wendy Bello, Parent
Liana Gonzalez, Parent
Lissette Casteleiro-Terron, Parent
Jenny Ponce, Parent
Yusimile Rodriguez, Parent
Veronica Abdala, Parent
Carlos Abdala, AP
Daniela Angulo, Student
Amanda Martin, Alternate Student
Cary Castro, BCR
Peter T. Jude, BCR
Sammy J, Dawes, BCR

Involvement of the SAC in the development of the SIP

Meeting to discuss School Improvement Plan Goals for the 2013-14 school year took place during the first meeting. Throughout the school year, members work together to ensure improved student achievement by preparing and evaluating the SIP. Members are to attend a minimum of four meetings per school year to address business relating to the SIP, data analysis, monitoring instructional strategic planning, as well as any other business presented to the council.

Activities of the SAC for the upcoming school year

The EESAC committee meets on a monthly basis in order to approve and monitor the School Improvement Plan (SIP). The primary activity of the SAC is to monitor the implementation of the SIP. The committees in place are as follows: placement review, curriculum, library, safety, special events, social, budget and discipline committees. The committee stays abreast on the SIP activity by obtaining timely progress reports and feedback.

This year, the SAC will be involved mainly in improving and enhancing technology (by purchasing either smart boards, projectors, printers).

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

School improvement funds are allocated towards instructional material needs throughout the school. There is approximately 1,800.00 dollars available. This money will be used for purchasing technology equipment to be used in the classrooms to enhance technology.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Henry Fernandez

Principal

Years as Administrator: 19

Years at Current School: 4

Credentials

Social Science Grades 5-9
 Social Worker K-12
 Educational Leadership K-12

Performance Record

'13 '12 '11 '10 '09 '08
 School Grade A A A C A C
 AYP Y Y Y N Y N
 High Standards Rdg. 69% 70% 93% 67% 75% 66%
 High Standards Math 77% 70% 93% 68% 78% 59%
 Lrng Gains-Rdg. 81% 78% 77% 58% 67% 58%
 Lrng Gains Math 81% 82% 82% 74% 74% 74%
 Gains-Rdg-25% 98% 63% 79% 63% 76%
 Gains-Math-25% 89% 77% 88% 77% 85%
 Rdg. AMO- 78% 75% 73%
 Math AMO- 79% 77% 75%

Tania C. Vega

Asst Principal

Years as Administrator: 6

Years at Current School: 17

Credentials

BS Elementary Education,
 Minor: Mathematics Education
 MS: Guidance and Counseling K-12
 Certification: Educational Leadership K-12

Performance Record

'13 '12 '11 '10 '09 '08 '07
 School Grade A A A A A A A
 AYP Y Y Y Y Y Y Y
 High Standards Rdg. 69% 70% 93% 87% 91% 85% 87%
 High Standards Math 77% 70% 93% 91% 91% 81% 88%
 Lrng Gains-Rdg. 81% 78% 77% 71% 80% 74% 89%
 Lrng Gains-Math 81% 82% 82% 74% 82% 65% 72%
 Gains-Rdg-25% 98% 63% 79% 68% 65% 82%
 Gains-Math-25% 89% 77% 88% 85% 63% 69%
 Rdg. AMO- 78% 75% 73%
 Math AMO- 79% 77% 75%

Instructional Coaches**# of instructional coaches**

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials**Performance Record****Classroom Teachers****# of classroom teachers**

31

receiving effective rating or higher

30, 97%

Highly Qualified Teachers

65%

certified in-field

28, 90%

ESOL endorsed

22, 71%

reading endorsed

3, 10%

with advanced degrees

11, 35%

National Board Certified

1, 3%

first-year teachers

1, 3%

with 1-5 years of experience

2, 6%

with 6-14 years of experience

18, 58%

with 15 or more years of experience

8, 26%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

0, 0%

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

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Monthly Dept. Chair meetings with Administration, done by the Principal in an ongoing-basis.
2. Partnering new teachers with veteran teachers done by the Assistant Principal in an ongoing-basis.
3. Provide in-house leadership opportunities, done by the Principal in an ongoing-basis.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

MINT Mentoring program for new teacher. The new SPED teacher was paired with a seasoned SPED teacher that will provide the new teacher with support in the areas of classroom management, classroom supervision, parent contact, and familiarizing new teacher with the school climate and its stakeholders.

The new teacher and the mentor are both SPED teachers who meet during common planning. The mentee keeps a reflection journal and attends new teacher orientation meetings.

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

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

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

The MTSS/RTI Leadership team meets with the Educational Excellence School Advisory Committee (EESAC) and Principal to help develop a School Improvement Plan.

1. The Leadership team will monitor and adjust the school's academic and behavioral goals through data-gathering and data-analysis.
2. The Leadership Team will monitor the fidelity of the delivery of the instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The Leadership Team will address the individual needs of each student group and implementation of supporting needed strategies to ensure student academic success.

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

Principal: Ensures that the school-based MTSS/RtI Team is meeting; oversees the data from school-wide, district, and state assessments, provides necessary resources for implementing interventions for students requiring additional academic support as illustrated in the data, and ensures professional development to support MTSS/RtI Implementation.

Assistant Principal: Assists the principal with the above tasks and follow-up with any needed adjustments to the curriculum as reflected in the data considered. Plan for professional development for teachers to improve classroom instruction.

Reading and Math Liaisons: Guide teachers on the use of the District's K-12 Reading Plan; facilitate and support data collection; assist with data analysis; review data with teachers; train and support teachers on obtaining data from the sub-tests of the Florida Assessments for Instruction in Reading (FAIR); follow-up with teachers on using data in their classrooms to differentiate reading instruction; model strategies for reading instruction based on scientifically based reading research appropriate in specific classrooms and with specified groups of students. Provide training and support for individuals who will be responsible for working with students using interventions; and identify students to be added/removed from intervention groups as new data is made available.

School Counselor: Monitors and assists teachers, working closely with the school psychologist, with intervention strategies, FAB/BIP plans, arranging SST's to meet parents/guardians to address student academic deficiencies and/or behavioral issues, in order to identify strategies to ensure student has a plan in place.

Psychologist: Assists with data collection and analysis; prepare and present data reports to the RtI team; provide the Team with any other pertinent information on students who have been referred to Student Services. Aids in identifying student to be added/removed from intervention groups as new data becomes available.

Math Leader- Serves as link to the District and share any new information on the implementation of the MTSS/RtI model with the Team; assists in data collection and analysis; prepare and present reports to the MTSS/RtI team; aids in identifying students to be added/removed from intervention groups as new data is made available. Follows-up with teachers on using data to drive their classroom instruction.

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

The MTSS/RtI Team will meet weekly on a day when all members are available. The Team will review all new data which has become accessible since the previous meeting, e.g. District Baselines, District Interims, FAIR, and On-going Progress Monitoring (OPM). Classrooms and individual students will be identified as not meeting, meeting or exceeding benchmarks. The Team will use this information to identify professional development needs and resources that are available to enhance differentiating core instruction as well as interventions. These needs will be discussed with teachers in PLCs, giving colleagues the opportunity to share "Best Practices" and thereby augment the instruction in their grade levels/departments.

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

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

*adjust the delivery of curriculum and instruction to meet the specific needs of students

*adjust the implementation of behavior management systems

*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

- Florida Comprehensive Assessment Test -FCAT 2.0
- Florida Assessments for Instruction in Reading - FAIR
- Diagnostic Assessments of Reading - DAR
- Math and Science Assessments
- School site specific assessments
- Student Grades
- Behavior
- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative content
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

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

1. Training for all administrators in the MTSS/Rtl problem-solving, data analysis process.
2. Providing support for school staff to understand basic MTSS/Rtl principles and procedures.
3. Providing a network of ongoing support for MTSS/Rtl organized through feeder patterns.
4. Providing professional development for teachers.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 3,600

Title III funding used for tutoring after school, two days a week, starting in mid-October, 2013.

Strategy Purpose(s)

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

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

Data is collected through Interim Assessments, Fair test results, and FCAT 2.0 results. The administrative team gathers to analyze gains and proceeds with additional recommendations.

Who is responsible for monitoring implementation of this strategy?

Assistant Principal is responsible for ensuring that the tutoring sessions are followed with fidelity and that students are attending.

The designated tutors are three teachers from Village Green and two alternate teachers that serve as substitutes.

Literacy Leadership Team (LLT)

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

Name	Title
Henry Fernandez	Principal
Tania C. Vega	Assistant Principal
Dr. Lissette Riera	School Counselor, MTSS/RTi Facilitator
Evelyn Franco	Gifted Teacher
Ana Simeon	Media Specialist
Carmen Irons	SPED Chairperson
Yuri Soliman-Palomo	ELL Teacher
Stephanie Pascual	Grade Level Chairperson for Gr. K-2
Barbara Esquijarosa	Grade Level Chairperson for Gr. 3-5
Karen Proaño	Science/Mathematics/SS Teacher
Felix Perez	Community Member
Marcelo Proaño	Parent

How the school-based LLT functions

The Principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving

to improve literacy instruction across the curriculum. The team will meet monthly throughout the school year.

The Principal will cultivate the vision for increased school-wide literacy across all content areas by being an

active participant in all Literacy Leadership Team meetings and activities. The Principal will provide necessary resources to the LLT. The lead teachers will share his/her expertise in reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions. The lead teachers will work with the Literacy Leadership Team to ensure fidelity of implementation of the K-12 CRRP. They will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.

Major initiatives of the LLT

The LLT Team this year will provide targeted and rigorous learning activities integrating the Common Core standards to students, including subgroups.

The Principal will promote the LLT as an integral part of the school literacy reform to promote a culture of reading by:

- including representation from all curricular areas on the LLT.
- selecting team members who are skilled and committed to improving literacy.
- offering professional growth opportunities for team members.
- creating a collaborative environment that fosters sharing and learning.
- developing a school-wide organizational model that supports literacy instruction in all classes.
- encouraging the use of data to improve teaching and student achievement.

The Principal will use instructional data to direct the work of the lead teachers involved in the LLT team ensuring teacher and student needs are being met. According to the District's plan, the LLT Team will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically-based reading research in reading instruction. Examples include modeling effective strategies for teachers, providing professional development,

differentiated instruction, monitoring progress, and analyzing student data. The teachers responsible for interventions will work with small groups of students only when modeling effective strategies for teachers. The Assistant Principal will log on the PMRN and daily/weekly schedule. The Principal and the LLT Team will consider student assessment data, classroom observational data, and the professional development listed on School Improvement Plan, when planning professional development for the school. The principal will meet regularly with the LLT Team to collaborate about the needs of teachers and students. During these meetings professional development will be planned based on follow up visits from classroom observations. The Principal will also update team about district and state reading requirements that could impact reading instruction at the school. The Principal will survey reading teachers to determine specific materials necessary for supporting their role. The Principal will obtain materials for the reading teachers whenever possible and evaluate on-going needs throughout the year. The Principal will use student assessment data to continually evaluate the resources needed to meet the needs of teachers and students. The Principal should include these resources in a professional library established for all staff when applicable. Discretionary funds may be used to purchase these resources. The Principal may request, when available, District K-12 CRRP funds to assist Based on progress monitoring data, intervention will be provided to teachers. Dependent upon the degree of need, intervention will be provided through professional development, from school-site personnel. The school site administrator will ensure that teachers in need of intervention are provided the support and resources needed in order to eliminate the area of need.

Based on student data, classroom walk-through, observations, and input from reading teachers, the principal will identify classroom teachers who are successfully implementing the essential elements of reading. These classrooms will be established as model classrooms for other teachers to visit. Teachers

in need of support may have an opportunity to observe a model classroom in action, practice the new behavior in a safe context and apply the behavior with peer support in the classroom. The mentor-level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, reading coaches, and mentor-level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff. The Principal will ensure that time is provided for professional development and grade group meetings. The following opportunities are present contractually for principals to meet with teachers and provide professional development:

- (1) bi-monthly faculty meetings
- (2) two designated professional development days annually
- (3) weekly early release days for elementary teachers
- (4) daily planning time for all teachers that may be used for grade group/department meetings.

Additionally, funds from the K-12 CRRP may be used to provide release time for teachers to visit and observe other master teachers as a source of professional development. Options for professional development may include, but not be limited to, study groups, collaborative teams, individual projects, peer observations, demonstrations, coaching, mentoring and visiting model classrooms. Professional development opportunities will be individualized based on student performance data, in addition to the teacher's Individual Professional Development Plan (IPDP). Principals will monitor implementation of the K-12 CRRP through a variety of methods including weekly classroom walk-through, monthly grade/departmental meetings, and reading leadership team meetings. In addition, student performance data in reading will be reviewed regularly during Data Team meetings. The Principal Reading Walk-through Guidelines from the Just Read, Florida office provides principals with a tool to effectively structure classroom visits in order to observe effective reading instruction. This tool provides a snapshot of classroom organization, instruction, and learning opportunities in the reading classroom. Indicators focus on the learning environment and include instructional strategies essential for reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The Principal will share his/her findings with teachers through conferencing addressing strengths and areas

of concern including pedagogy, environment, and depth of instruction. Assistance will be provided by school support staff including the reading coach, and mentor teachers as needed.

Once finalized, the 2010-2011 K-12 Comprehensive Research-Based Reading Plan will be disseminated to all of the staff prior to the Opening of School meeting. At the Opening of School meeting, the Principal will

explain this document explicitly to the entire staff. The Principal will reference the K-12 CRRP, monitor and review it throughout the year at regularly scheduled staff meetings.

The Principal will establish monthly school-wide reading goals. The students will be encouraged to participate in several reading activities including: book clubs, literacy clubs, book fairs, and Accelerated Reader and reading contests.

The Principal will provide time for the media specialist to attend grade-level planning meetings so that collaborative planning between the media specialist and the classroom teachers can occur. Increasing collaborative planning and teaching between the classroom teacher and the media specialist will positively impact media center circulation. In secondary schools, Language Arts and Reading teachers will plan

collaboratively with the library media specialist and schedule regular visits to the media center for the purpose of instruction and checking out library materials. The Principal will take an active role in promoting the library resources and services through faculty meetings, PTA meetings, and encouraging participation in school-wide media center reading promotion campaigns. Additionally, the Principal and the Media Specialist will review circulation statistics provided through the Destiny Library Management System to identify circulation trends and set circulation goals. Additionally, the principal will encourage

the media specialist to be a member of the Reading Leadership Team.

The Principal will create a reading goal, specific objectives and action steps in their School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of the AMO's. By participating in the analysis of student data and interpreting various reports that drive instructional implications across the curriculum, principals will serve as literacy leaders.

Preschool Transition

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

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

The goals for the transition from Pre-K to Kindergarten are independence, social skills, communication, motor skills, and academics. In the independence area, the teacher works with self-help skills such as sitting on a chair, using eating utensils, toilet training, and following directions. In addition to social skills, students develop the concept of sharing with peers, participating in group games, and taking turns during activities and games. In the communication area, students work to expand receptive and expressive vocabulary. In the motor skills area, students work on gross motor skills such as running, jumping, galloping, and marching. To develop fine motor skills, students work on lacing cards, stacking items and holding writing tools appropriately to improve motor perception. In the academic area, the teacher works with the students on the concepts of numbers, colors, shapes, phonological awareness, and print. When necessary, modifications are made to the VPK objectives.

At Village Green Elementary School, all incoming kindergarten students are assessed upon entering kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. The High-Scope Curriculum is utilized and pre-academic skills are addressed. Pre-K students may be evaluated using the the Houghton Mifflin Early Growth Indicators Benchmark Assessment, the Social Responsiveness Scale, the Phonological and Early Literacy Inventory (PELI), the Batelle Developmental Inventory II, and the Devereux Early Childhood Assessment (DECA). Kindergarten students are evaluated using the FLKRS and the Florida Assessment for Instruction in Reading (FAIR). Assessments provide a measure of program effectiveness. The classroom teachers and support personnel are responsible for all assessments and evaluations. Communication to parents is in the form of the CONNECT-ED telephone system, letters, the school website, and face to face contact with parents involved in the English Language Learners (ELL) adult classes. Parent conferences are scheduled throughout the year. Interim progress reports are sent home. Teachers and parents communicate via telephone, agendas, and emails on a regular basis. Parents have access to student grades and school resources through the Parent Viewer and Parent Portal via district website. Evaluation for VPK and SWD Pre-K classes is conducted through the use of district guidelines. The Ready School Program and the Barbara Bush Program are both used to assist parents and students in the transition into the school kindergarten environment through structured and guided activities that involve parents in the school setting and in their children's classroom. Local daycare providers in the community are identified and lines of communication are established in order to keep parents informed of expectations and to assist in identifying the needs of incoming kindergarten students.

The Houghton Mifflin Early Growth Indicators Benchmark Assessment is used to assess skills three times a year. There are two classes comprising of Reverse Mainstream Models. These classes are comprised of

developmental delayed and language impaired students There are 15 ESE students and 12 role models in two classes. The students are assigned to the class by the Pre-K ESE office.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	69%	No	80%
American Indian				
Asian				
Black/African American				
Hispanic	76%	68%	No	78%
White	94%		No	95%
English language learners	68%		No	71%
Students with disabilities	54%		No	59%
Economically disadvantaged	73%		No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	34%	36%
Students scoring at or above Achievement Level 4	64	34%	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		81%	83%
Students in lowest 25% making learning gains (FCAT 2.0)		98%	98%

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)	76	50%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	44	30%	37%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	51	33%	40%

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	35	59%	63%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	79%	77%	Yes	81%
American Indian				
Asian				
Black/African American				
Hispanic	78%	78%	Yes	81%
White	88%		No	90%
English language learners	68%	62%	No	71%
Students with disabilities	60%	45%	No	64%
Economically disadvantaged	74%	45%	Yes	77%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	70	37%	39%
Students scoring at or above Achievement Level 4	74	39%	40%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		81%	83%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		89%	90%

Area 4: Science

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	37%	40%
Students scoring at or above Achievement Level 4	18	26%	27%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	60	52%	55%

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	20	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	19	5%	4%
Students who are not proficient in reading by third grade	27	44%	40%
Students who receive two or more behavior referrals	13	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Our goal is to increase the amount of parental involvement in school-wide activities by at least 5%.

Parents and selected grade level students are invited to attend a workshop (FCAT Parent Night) focusing on District and State-mandated tests where data will be disseminated and explained to enable parents to gain a better understanding of test scores and student achievement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Selected Grade level students (grades 3-5)	150	80%	85%

Goals Summary

- G1.** The results of the 2013 FCAT 2.0 for Reading indicate that 69% of students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 for Reading is for 81% of students to score at Level 3 or above, an increase of 12 percentage points.
- G2.** The results of the 2012-13 FCAT 2.0 Writing Test indicate that 59% of students achieved level 3.5 proficiency. Our goal is to increase proficiency by four percentage point to 63% for the 2013-14 school year.
- G3.** The results of the 2012-13 FCAT 2.0 for Mathematics indicate that 79% of all students achieved level 3 or above. Our goal for the 2013-14 school year is to increase the number of students scoring at Level 3 or above by 4 percentage points to 81%.
- G4.** The results of the 2013 FCAT 2.0 Science indicate that 63% of Grade 5 students achieved at Level 3 or above. Our goal for the 2013-14 school year is to increase the number of students scoring at Level 3 or above by four percentage points to 67%.
- G5.** Our goal is to increase the number of opportunities to compete in STEM projects and to integrate the Common Core Reading Standards for Literacy in Science, and Math into CTE content area curriculum.
- G6.** Our school understands the correlation between attendance, academic development, retentions, and behavior referrals. Our goal is to increase the attendance rate by reducing absences from 5% of students missing 10% or more absences of instructional time.

Goals Detail

G1. The results of the 2013 FCAT 2.0 for Reading indicate that 69% of students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 for Reading is for 81% of students to score at Level 3 or above, an increase of 12 percentage points.

Targets Supported

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

Resources Available to Support the Goal

- District Baseline and Interim Summative 2014 FCAT 2.0 Assessments.

Targeted Barriers to Achieving the Goal

- According to the Reading Annual Measurable Objectives (AMO's), Hispanic, ELL, SWD and ED students did not meet target for the 2013 FCAT 2.0. The expected target for Hispanic students was (78%), ELL (71%), SWD (59%) and ED (75 %).
- The results of the 2012-2013 FCAT 2.02 Reading test indicate that 36% of SWD subgroup achieved mastery level. Our goal for 2013-14 school year is to increase the mastery level to 59% in order to meet our target. The students experienced difficulties in the area of Literary Analysis, Fiction/Non Fiction.
- The results of the 2012-2013 FCAT 2.02 Reading test indicate that 34% of our students achieved a Level 3. Our goal for the 2013-14 school year is to increase the amount of students receiving Level 3 to 42%, which is the target. The students experienced difficulties in the area of Literary Analysis, Fiction/Non Fiction.
- The results of the 2012-2013 FCAT 2.02 Reading test indicate that 34% of our students achieved a Level 4-5. Our goal for the 2013-14 school year is to increase the amount of students receiving Level 4-5 to 38%, which is the target. The students experienced difficulties in the area of Literary Analysis, Fiction/Non Fiction and Vocabulary.
- The results of the 2012-2013 FCAT 2.02 Reading test indicate that 81% of our students made learning gains. Our goal for the 2013-14 school year is to increase the amount of students making learning gains to 83%, which is the target. The students experienced difficulties in the area of Informational Text and Research Process.
- The results of the 2012-13 CELLA Test indicates that 50% of our students were making satisfactory progress in Listening/Speaking. Our goal for the 2013-14 school year is to increase the percentage of students making satisfactory progress to 55%.
- The results of the 2012-13 CELLA Test indicates that 30% of our students were making satisfactory progress in Reading. Our goal for the 2013-14 school year is to increase the percentage of students making satisfactory progress to 37%.
- The results of the 2012-13 CELLA Test indicates that 33% of our students were making satisfactory progress in Writing. Our goal for the 2013-14 school year is to increase the percentage of students making satisfactory progress to 40%.

Plan to Monitor Progress Toward the Goal

During pre-reading activities, students will utilize concept maps and word walls to help build their knowledge of word meanings and relationships. Additionally, collaborative lesson planning will be done to improve vocabulary fluency. Incorporate the Language Experience Approach (LEA) in daily instructional time in order to enhance response to firsthand, multi-sensory experiences. Data chats will be conducted after each interim assessment for progress monitoring. Conduct grade level meeting to gather feedback from teachers regarding effectiveness of strategies.

Person or Persons Responsible

Administration and Literary Leadership Team (LLT).

Target Dates or Schedule:

Throughout the school year and ongoing.

Evidence of Completion:

Formative student work samples, Interim Assessments, Benchmark Assessments, Reading Plus, Summative 2014 CELLA Assessment. Students will have their journals documenting their work samples throughout the year. Ongoing assessment in classrooms to focus on student understanding of text features.

G2. The results of the 2012-13 FCAT 2.0 Writing Test indicate that 59% of students achieved level 3.5 proficiency. Our goal is to increase proficiency by four percentage point to 63% for the 2013-14 school year.

Targets Supported

- Writing

Resources Available to Support the Goal

- Interactive Journals and Student Journals

Targeted Barriers to Achieving the Goal

- The FCAT 2.0 2013 data shows that 41% students in the fourth grade scored below 3.5 proficiency. The data shows that they lack the ability to support their ideas through elaboration and using appropriate writing conventions. Students need to have a command of the English language in order to develop proper word usage and word choice.

Plan to Monitor Progress Toward the Goal

Review writing samples to identify and correct common grammatical and mechanical errors. Use CRISS strategies to expand and enhance vocabulary in order to understand and apply word choice accordingly. Use mentor text and exemplars for effective writing and incorporate story maps/webs as a tool to provide supporting details and elaborate ideas in the writing.

Person or Persons Responsible

LLT and Administration.

Target Dates or Schedule:

Weekly and ongoing.

Evidence of Completion:

District Baseline and Interim writing assessments; Summative FCAT 2.0 Writing Assessment. Journals documenting work samples throughout the year.

G3. The results of the 2012-13 FCAT 2.0 for Mathematics indicate that 79% of all students achieved level 3 or above. Our goal for the 2013-14 school year is to increase the number of students scoring at Level 3 or above by 4 percentage points to 81%.

Targets Supported

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

Resources Available to Support the Goal

- District Baseline and Interim Summative 2014 FCAT 2.0 Assessment. Review formative assessment data monthly to ensure effectiveness and adjust instruction if needed.

Targeted Barriers to Achieving the Goal

- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 77% of all students achieved mastery level. Our goal for the 2013-14 school year is to increase mastery level to 81%, which is the target. The area of deficiency was noted as Number: Number Fractions and Number: Base Ten and Fractions. The students had limited opportunities to compare and order fractions using adequate strategies and models.
- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 45% of our SWD subgroup achieved mastery level. Our goal for the 2013-14 school year is to increase mastery level to 64%, which is the target. The area of deficiency was noted as Number: Number Fractions and Number: Base Ten and Fractions. The students had limited opportunities to compare and order fractions using adequate strategies and models.
- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 37% of students achieved a Level 3. Our goal for the 2013-14 school year is to increase the amount of students achieving Level 3 to 41%, which is the target. The area of deficiency was noted as Number: Number Fractions. The students had limited opportunities to compare and order fractions using adequate strategies and models.
- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 39% of students achieved a Level 4-5. Our goal for the 2013-14 school year is to increase the amount of students achieving Level 4-5 to 41%, which is the target. The area of deficiency was noted as Number: Number Fractions. The students had limited opportunities to compare and order fractions using adequate strategies and models.
- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 81% of students achieved learning gains. Our goal for the 2013-14 school year is to increase the amount of students achieving learning gains to 83%, which is the target. The area of deficiency was noted as Number: Number Fractions. The students had limited opportunities to compare and order fractions using adequate strategies and models.
- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 89% of the low 25% students achieved learning gains. Our goal for the 2013-14 school year is to increase the amount of students achieving learning gains to 90%, which is the target. The area of deficiency was noted as Number: Number Fractions. The students had limited opportunities to compare and order fractions using adequate strategies and models.

Plan to Monitor Progress Toward the Goal

Analyze data gathered from the Interim Assessments and the FCAT.

Person or Persons Responsible

Math teachers, grade level chairs, and leadership team.

Target Dates or Schedule:

Weekly, monthly monitoring and ongoing.

Evidence of Completion:

Interim Assessments and FCAT 2.0 2014.

G4. The results of the 2013 FCAT 2.0 Science indicate that 63% of Grade 5 students achieved at Level 3 or above. Our goal for the 2013-14 school year is to increase the number of students scoring at Level 3 or above by four percentage points to 67%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Course specific district provided texts and supplementary materials, computer based programs and resources (Gizmos, Powe Point presentation/Smart board generated by district), Science Fair activities, Science School Night, Virtual Labs, Field Trips.

Targeted Barriers to Achieving the Goal

- The area noted on the FCAT 2.0 Science test where students scored the lowest was Physical Science. Students need additional time for in-depth exposure to inquiry-based activities needed to increase proficiency and understand the concepts.

Plan to Monitor Progress Toward the Goal

Provide students with enrichment activities, guided inquiry-based learning activities linked to real life scenarios by engaging in science lab experiments.

Person or Persons Responsible

Administration and Science teachers.

Target Dates or Schedule:

Monthly and ongoing.

Evidence of Completion:

Student work samples, Lab Journals, formative reports generated by District Baseline and Interim Assessments, teacher-made assessments, Gizmos, FCAT Coach for Science.

G5. Our goal is to increase the number of opportunities to compete in STEM projects and to integrate the Common Core Reading Standards for Literacy in Science, and Math into CTE content area curriculum.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Science Lab, District Baseline and Interim Summative 2014 FCAT 2.0 Assessment, Online resources (Success Maker, Accelerated Reader, Gizmos).

Targeted Barriers to Achieving the Goal

- The school limits the STEM experiences that students have access to mainly due to schedule constraints. Students are in need of additional applications of Science, technological and mathematics skills in designing solutions that may be applied to the real world.

Plan to Monitor Progress Toward the Goal

Students will engage in applications of science, technology, and mathematics. Teacher observation and assessment of student and small group activities.

Person or Persons Responsible

Administration and Science teachers.

Target Dates or Schedule:

Monthly and ongoing.

Evidence of Completion:

Projects presented in Spring 2014, Science Journals, Science Labs, and results of the FCAT 2.0 2014.

G6. Our school understands the correlation between attendance, academic development, retentions, and behavior referrals. Our goal is to increase the attendance rate by reducing absences from 5% of students missing 10% or more absences of instructional time.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Attendance Review Committee made up of counselor, school social worker, an incentive reward system.

Targeted Barriers to Achieving the Goal

- Parents and/or guardians not abiding nor following the district's attendance and truancy rules and regulations. In 2013, 5% of students missed 10 percent or more of available instructional time.
- Parents/guardians and students lack familiarity with the district's Code of Student Conduct (COSC). In 2013, 3% of students received three or more behavior referrals.
- Students lack prerequisite skills to be proficient readers in the third grade. In 2013, 44% of students are not proficient in reading by third grade.

Plan to Monitor Progress Toward the Goal

Develop and implement procedures to monitor student attendance and coordinate meetings with parents whose children have excessive absences and tardies.

Person or Persons Responsible

Administration, Counselor, School Social Worker.

Target Dates or Schedule:

Weekly

Evidence of Completion:

Review COGNAS and daily attendance reports.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 FCAT 2.0 for Reading indicate that 69% of students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 for Reading is for 81% of students to score at Level 3 or above, an increase of 12 percentage points.

G1.B1 According to the Reading Annual Measurable Objectives (AMO's), Hispanic, ELL, SWD and ED students did not meet target for the 2013 FCAT 2.0. The expected target for Hispanic students was (78%), ELL (71%), SWD (59%) and ED (75 %).

G1.B1.S1 Utilization of Accelerated Reader program to promote the curriculum in areas of reading and its components. Students will access during the Reading Core instructional block.

Action Step 1

Accelerated Reader Program.

Person or Persons Responsible

All Teachers.

Target Dates or Schedule

Daily during the Reading instructional block.

Evidence of Completion

Students complete computer based tests based on each book read.

Facilitator:

Ana Simeon, Media Specialist

Participants:

All teachers

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

Success Maker and Reading Plus will be utilized with fidelity.

Person or Persons Responsible

MTSS/RtI team, Reading teachers, and Administration.

Target Dates or Schedule

Daily during Core Instruction.

Evidence of Completion

Baseline and Interim Assessments, CELLA Assessment, and Reading Plus reports.

Plan to Monitor Effectiveness of G1.B1.S1

School-wide reading goals measured by how many books students read per month. Students are rewarded at the end of the month.

Person or Persons Responsible

Media Specialist, Administration, and all Teachers.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Accelerated Reader reports.

G1.B1.S2 Title III tutoring will be offered to ELL students twice a week in grades 3-5 in the areas of reading. FCAT strategies will be implemented and assessments will take place for each benchmark.

Action Step 1

FCAT strategies will be implemented and assessments will take place for each benchmark. Title III tutoring will be offered to ELL students.

Person or Persons Responsible

LLT Team and Administration.

Target Dates or Schedule

Weekly, twice a week starting in October 2013.

Evidence of Completion

Formative student work samples and weekly attendance log.

Action Step 2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Monitor goals and related benchmarks through a quarterly status report on formative assessment, such as: FAIR, Baseline, Mid-Year Interim Assessments, and weekly teacher assessments.

Person or Persons Responsible

MTSS/RtI, LLT, and Administration.

Target Dates or Schedule

Quarterly.

Evidence of Completion

FCAT 2.0 2014 results.

Plan to Monitor Effectiveness of G1.B1.S2

Data chats will be conducted after each interim assessment for progress monitoring. Conduct grade level meeting to gather feedback from teachers regarding effectiveness of strategies.

Person or Persons Responsible

LLT, Grade Level meetings, and Administration.

Target Dates or Schedule

Quarterly.

Evidence of Completion

FCAT 2.0 2014 results.

G1.B2 The results of the 2012-2013 FCAT 2.02 Reading test indicate that 36% of SWD subgroup achieved mastery level. Our goal for 2013-14 school year is to increase the mastery level to 59% in order to meet our target. The students experienced difficulties in the area of Literary Analysis, Fiction/Non Fiction.

G1.B2.S1 Teachers will concentrate on teaching strategic lessons during small group instruction using tools to assist students with their analytical skills in reading. Students will read and analyze passages taken from fictional and non-fictional stories.

Action Step 1

Emphasis will be on analytical reading of fiction and non-fiction passages.

Person or Persons Responsible

Teachers and administration.

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Interim and weekly assessments. Summative: Results from FCAT 2.0 2014.

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

Observations will be done during classroom instruction to determine implementation of the strategies. In addition, grade level meetings will take place to discuss strategies and progress.

Person or Persons Responsible

Administration and teachers.

Target Dates or Schedule

Monthly and ongoing.

Evidence of Completion

Interim Assessments and the results from the 2014 FCAT 2.0.

Plan to Monitor Effectiveness of G1.B2.S1

The MTSS/RtI model will be used to determine effectiveness of the strategy's implementation.

Person or Persons Responsible

MTSS/RtI and Leadership Team.

Target Dates or Schedule

Monthly.

Evidence of Completion

Interim Assessments, weekly assessments, and results from the 2014 FCAT 2.0 Reading test.

G1.B3 The results of the 2012-2013 FCAT 2.02 Reading test indicate that 34% of our students achieved a Level 3. Our goal for the 2013-14 school year is to increase the amount of students receiving Level 3 to 42%, which is the target. The students experienced difficulties in the area of Literary Analysis, Fiction/Non Fiction.

G1.B3.S1 Teachers will use enrichment activities to ensure that students are being challenged in the area of reading and analyzing fictional and non-fictional passages.

Action Step 1

Instruct students to successfully analyze literature, to remember that authors make specific choices for particular reasons when analyzing passages.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly.

Evidence of Completion

Interim Assessments and weekly assessments.

Facilitator:

Media Specialist, Ana Simeon.

Participants:

All teachers

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

Observation during classroom instruction in order to determine whether or not strategies are being implemented. Grade level meetings will serve as support and discussion opportunities in order to track progress.

Person or Persons Responsible

Administration and Leadership Team.

Target Dates or Schedule

Monthly.

Evidence of Completion

Weekly and Interim Assessment results.

Plan to Monitor Effectiveness of G1.B3.S1

Utilization of Accelerated Reader program to promote the curriculum in areas of reading and its components. Students will access during the Reading Core instructional block.

Person or Persons Responsible

Teachers and Media Specialist.

Target Dates or Schedule

Ongoing

Evidence of Completion

AR log and Interim Assessments.

G1.B4 The results of the 2012-2013 FCAT 2.02 Reading test indicate that 34% of our students achieved a Level 4-5. Our goal for the 2013-14 school year is to increase the amount of students receiving Level 4-5 to 38%, which is the target. The students experienced difficulties in the area of Literary Analysis, Fiction/Non Fiction and Vocabulary.

G1.B4.S1 Teachers will use enrichment activities to ensure that students are being challenged in the area of reading and analyzing fictional and non-fictional passages.

Action Step 1

Instruct students to successfully analyze literature, to remember that authors make specific choices for particular reasons when analyzing passages.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments and results from the 2014 FCAT 2.0 Reading test.

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

Observation during classroom instruction in order to determine whether or not strategies are being implemented. Grade level meetings will serve as support and discussion opportunities in order to track progress.

Person or Persons Responsible

Administration and Leadership Team.

Target Dates or Schedule

Monthly and ongoing.

Evidence of Completion

Interim Assessments and weekly assessments.

Plan to Monitor Effectiveness of G1.B4.S1

Utilization of Accelerated Reader program to promote the curriculum in areas of reading and its components. Students will access during the Reading Core instructional block.

Person or Persons Responsible

Teachers and Media Specialist.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Interim and weekly assessments. Results from the 2014 FCAT 2.0 Reading test.

G1.B5 The results of the 2012-2013 FCAT 2.02 Reading test indicate that 81% of our students made learning gains. Our goal for the 2013-14 school year is to increase the amount of students making learning gains to 83%, which is the target. The students experienced difficulties in the area of Informational Text and Research Process.

G1.B5.S1 Provide students with the opportunity to analyze passages and to be able to state what they learned, according to the information given (including the chart, graph, picture, etc).

Action Step 1

Instruct students to successfully analyze passages by stating what was learned when given charts, pictures, illustrations.

Person or Persons Responsible

Teachers.

Target Dates or Schedule

During reading block.

Evidence of Completion

Weekly and Interim Assessments.

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

Observation during classroom instruction in order to determine whether or not strategies are being implemented. Grade level meetings will serve as support and discussion opportunities in order to track progress.

Person or Persons Responsible

Administration and Leadership Team.

Target Dates or Schedule

Monthly and ongoing.

Evidence of Completion

Weekly and Interim Assessments. Results from the 2014 FCAT 2.0 Reading test.

Plan to Monitor Effectiveness of G1.B5.S1

The MTSS/RtI problem solving model will be utilized to monitor effectiveness of the strategies implementation. It will also serve as a progress-monitoring tool.

Person or Persons Responsible

MTSS/RtI Leadership team.

Target Dates or Schedule

Monthly.

Evidence of Completion

Interim and Weekly Assessments. Results from the 2014 FCAT 2.0 Reading test.

G1.B6 The results of the 2012-13 CELLA Test indicates that 50% of our students were making satisfactory progress in Listening/Speaking. Our goal for the 2013-14 school year is to increase the percentage of students making satisfactory progress to 55%.

G1.B6.S1 Teachers will read passages aloud to their students and focus on listening skills. Simultaneously asking students questions to assess comprehension of the passages.

Action Step 1

Teachers will read passages aloud to their students and focus on listening and comprehension skills.

Person or Persons Responsible

Teachers.

Target Dates or Schedule

Daily and Ongoing.

Evidence of Completion

Teacher observations and lesson plans.

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

Ensure that classroom observations are in place in order to determine whether or not the read-aloud implementation is taking place.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Monthly.

Evidence of Completion

Interim and Weekly Assessments.

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM, assessments will be reviewed and instruction will be adjusted and implemented accordingly.

Person or Persons Responsible

MTSS/Rtl and Leadership Team.

Target Dates or Schedule

Monthly.

Evidence of Completion

Weekly and Interim Assessments.

G1.B7 The results of the 2012-13 CELLA Test indicates that 30% of our students were making satisfactory progress in Reading. Our goal for the 2013-14 school year is to increase the percentage of students making satisfactory progress to 37%.

G1.B7.S1 Teachers will ensure that students can understand, summarize, and organize information while reading.

Action Step 1

Utilization of Accelerated Reader program to promote reading and reading comprehension skills. Students will access during the Reading Core instructional block.

Person or Persons Responsible

Teachers and Media Specialist.

Target Dates or Schedule

Weekly.

Evidence of Completion

Reading AR logs and Weekly Assessments.

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

Classroom observation and walk-through will be performed in order to ensure that strategies are being implemented.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Weekly and Interim Assessments. Results from the 2014 FCAT 2.0 Reading.

Plan to Monitor Effectiveness of G1.B7.S1

Utilization of Accelerated Reader program to promote the curriculum in areas of reading and its components. Students will access during the Reading Core instructional block.

Person or Persons Responsible

Teachers.

Target Dates or Schedule

Weekly.

Evidence of Completion

Reading AR logs and Weekly Assessments.

G1.B8 The results of the 2012-13 CELLA Test indicates that 33% of our students were making satisfactory progress in Writing. Our goal for the 2013-14 school year is to increase the percentage of students making satisfactory progress to 40%.

G1.B8.S1 To develop necessary skills in writing and to pair students when writing responses to the passages given.

Action Step 1

Teachers will provide guided-activities to enable students to practice writing skills.

Person or Persons Responsible

Teachers.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work samples and weekly assessments.

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

Following the FCIM writing assessments, administration, ESOL chair, and leadership team will review in order to implement strategies during instructional time.

Person or Persons Responsible

Administration and Leadership Team.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Writing samples and student work samples.

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM writing assessments, administration, ESOL chair, and leadership team will review in order to implement strategies during instructional time.

Person or Persons Responsible

MTSS/Rtl and Administration.

Target Dates or Schedule

Monthly.

Evidence of Completion

Interim and Weekly Assessments.

G2. The results of the 2012-13 FCAT 2.0 Writing Test indicate that 59% of students achieved level 3.5 proficiency. Our goal is to increase proficiency by four percentage point to 63% for the 2013-14 school year.

G2.B1 The FCAT 2.0 2013 data shows that 41% students in the fourth grade scored below 3.5 proficiency. The data shows that they lack the ability to support their ideas through elaboration and using appropriate writing conventions. Students need to have a command of the English language in order to develop proper word usage and word choice.

G2.B1.S1 Students need to have a command of the English language in order to develop proper word usage and word choice. The goal is to have students be able to support their ideas through elaboration and using appropriate writing conventions.

Action Step 1

Support ideas through elaboration and using appropriate writing conventions in order to develop proper word usage and word choice.

Person or Persons Responsible

Teachers, LLT, and Administration.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Writing Journals, Writing samples, and FCAT 2.0 2014 results.

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

The goal is to have students be able to support their ideas through elaboration and using appropriate writing conventions.

Person or Persons Responsible

Teachers, LLT, and Administration.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Writing Journals, Writing Samples, and FCAT 2.0 2014 results.

Plan to Monitor Effectiveness of G2.B1.S1

Provide students with writing workshops created by teachers in order to improve writing deficiencies.

Person or Persons Responsible

Teachers, LLT, and Administration.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Writing assessment results, writing samples, Baseline and Interim Assessments, and FCAT 2.0 2014 results.

G3. The results of the 2012-13 FCAT 2.0 for Mathematics indicate that 79% of all students achieved level 3 or above. Our goal for the 2013-14 school year is to increase the number of students scoring at Level 3 or above by 4 percentage points to 81%.

G3.B1 The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 77% of all students achieved mastery level. Our goal for the 2013-14 school year is to increase mastery level to 81%, which is the target. The area of deficiency was noted as Number: Number Fractions and Number: Base Ten and Fractions. The students had limited opportunities to compare and order fractions using adequate strategies and models.

G3.B1.S1 Provide enrichment in targeted categories through technology-based programs, such as Gizmos in order to facilitate instruction and stimulate mathematical critical thinking skills.

Action Step 1

Provide enrichment in targeted categories through technology-based programs.

Person or Persons Responsible

Math teachers and ELL teacher.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Work produced by students during the enrichment activities provided through the technology-based programs.

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

Monitor the plan through classroom visits and assessment results, including student portfolio checks.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work, teacher-made quiz and/or tests results.

Plan to Monitor Effectiveness of G3.B1.S1

Ensure that students are being monitored for participation and performance. Teacher observation and assessment of student and small group learning activities.

Person or Persons Responsible

Administration and Math teachers.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Interim Assessment and FCAT 2.0 2014 results.

G3.B2 The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 45% of our SWD subgroup achieved mastery level. Our goal for the 2013-14 school year is to increase mastery level to 64%, which is the target. The area of deficiency was noted as Number: Number Fractions and Number: Base Ten and Fractions. The students had limited opportunities to compare and order fractions using adequate strategies and models.

G3.B2.S1 Provide students the opportunity to have access to problems where they can identify a fractions from an area.

Action Step 1

Students will engage in mathematical exploration and development of student understanding of number fractions through the use of models and practice problems.

Person or Persons Responsible

Teachers.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Assessments (benchmarks) and student work samples.

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

Fidelity will be monitored via classroom observations. Classroom walk-troughs will take place in order to ensure that strategies are being implemented.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Monthly.

Evidence of Completion

Quizzes, tests, and Interim Assessments.

Plan to Monitor Effectiveness of G3.B2.S1

The MTSS/RtI Leadership team will use problem solving model to determine implementation effectiveness and whether or not further intervention is needed.

Person or Persons Responsible

MTSS/RtI and Leadership Team.

Target Dates or Schedule

Monthly.

Evidence of Completion

Interim Assessments and results from the 2014 FCAT 2.0 Mathematics Test.

G3.B3 The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 37% of students achieved a Level 3. Our goal for the 2013-14 school year is to increase the amount of students achieving Level 3 to 41%, which is the target. The area of deficiency was noted as Number: Number Fractions. The students had limited opportunities to compare and order fractions using adequate strategies and models.

G3.B3.S1 Students will be given practice opportunities to compare and order number fractions using mathematical models and strategies provided by teachers.

Action Step 1

Students will use models and problem samples to add, subtract decimals and fractions.

Person or Persons Responsible

Teachers.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work samples and computer-based generated assessments, including Math benchmarks.

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

Fidelity will be monitored via classroom observations. Classroom walk-throughs will take place in order to ensure that strategies are being implemented.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Monthly.

Evidence of Completion

Weekly and Interim Assessments.

Plan to Monitor Effectiveness of G3.B3.S1

The MTSS/RtI Leadership team will use problem solving model to determine implementation effectiveness and whether or not further intervention is needed.

Person or Persons Responsible

MTSS/RtI Leadership Team.

Target Dates or Schedule

Monthly and ongoing.

Evidence of Completion

Assessments from Go Math Series, teacher-made quizzes, tests, and Interim Assessments.

G3.B4 The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 39% of students achieved a Level 4-5. Our goal for the 2013-14 school year is to increase the amount of students achieving Level 4-5 to 41%, which is the target. The area of deficiency was noted as Number: Number Fractions. The students had limited opportunities to compare and order fractions using adequate strategies and models.

G3.B4.S1 Students will be given practice opportunities to compare and order number fractions using mathematical models and strategies provided by teachers.

Action Step 1

Provide opportunities for students to use models and problem samples to add, subtract decimals and fractions by using adequate strategies and models.

Person or Persons Responsible

Teachers.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Interim Assessments and results from the 2014 FCAT 2.0 Mathematics Test.

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

Fidelity will be monitored via classroom observations. Classroom walk-throughs will take place in order to ensure that strategies are being implemented.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Monthly.

Evidence of Completion

Quizzes/tests, student work, and Success Maker reports.

Plan to Monitor Effectiveness of G3.B4.S1

The MTSS/RtI Leadership team will use problem solving model to determine implementation effectiveness and whether or not further intervention is needed.

Person or Persons Responsible

MTSS/RtI and Leadership Team.

Target Dates or Schedule

Monthly and Ongoing.

Evidence of Completion

Student work samples and computer-based generated assessments, including Math benchmarks. Interim Assessments.

G3.B5 The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 81% of students achieved learning gains. Our goal for the 2013-14 school year is to increase the amount of students achieving learning gains to 83%, which is the target. The area of deficiency was noted as Number: Number Fractions. The students had limited opportunities to compare and order fractions using adequate strategies and models.

G3.B5.S1 Teachers will provide support in the areas of mathematical fluency, problem solving, and number fractions.

Action Step 1

Students will be provided support in the areas of mathematical fluency, problem solving, and number fractions. Problems presented will be applied to real-life situations.

Person or Persons Responsible

Teachers.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work samples and computer-based generated assessments, including Math benchmarks.

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Fidelity will be monitored via classroom observations. Classroom walk-troughs will take place in order to ensure that strategies are being implemented.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Monthly.

Evidence of Completion

Teacher-generated quizzes/tests and Interim Assessments.

Plan to Monitor Effectiveness of G3.B5.S1

The MTSS/RtI Leadership team will use problem solving model to determine implementation effectiveness and whether or not further intervention is needed. Tier 1 and Tier 2 problem Solving process will be used and will monitor data as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly and ongoing.

Evidence of Completion

Formative and Summative Assessments.

G3.B6 The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 89% of the low 25% students achieved learning gains. Our goal for the 2013-14 school year is to increase the amount of students achieving learning gains to 90%, which is the target. The area of deficiency was noted as Number: Number Fractions. The students had limited opportunities to compare and order fractions using adequate strategies and models.

G3.B6.S1 Provide students with the opportunity to learn concepts using manipulatives, number line graphs, technology, and visuals in order to learn simple addition, subtraction, multiplication, and division of numbers and number fractions.

Action Step 1

Provide students with the opportunity to learn concepts using manipulatives, number line graphs, technology, and visuals in order to learn simple addition, subtraction, multiplication, and division of numbers and number fractions.

Person or Persons Responsible

Teachers.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Teacher-made quizzes/tests and Interim Assessments.

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

Fidelity will be monitored via classroom observations. Classroom walk-troughs will take place in order to ensure that strategies are being implemented.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Monthly.

Evidence of Completion

Teacher-made quizzes/tests and Interim Assessments.

Plan to Monitor Effectiveness of G3.B6.S1

The MTSS/RtI Leadership team will use problem solving model to determine implementation effectiveness and whether or not further intervention is needed

Person or Persons Responsible

MTSS/RtI and Leadership team.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Formative and Summative Assessments; Go Math Series quizzes and worksheets.

G4. The results of the 2013 FCAT 2.0 Science indicate that 63% of Grade 5 students achieved at Level 3 or above. Our goal for the 2013-14 school year is to increase the number of students scoring at Level 3 or above by four percentage points to 67%.

G4.B1 The area noted on the FCAT 2.0 Science test where students scored the lowest was Physical Science. Students need additional time for in-depth exposure to inquiry-based activities needed to increase proficiency and understand the concepts.

G4.B1.S1 Utilize course-specific materials and supplementary text, computer programs and resources in order to enrich science curriculum.

Action Step 1

Follow FCIM using data from Interim Assessments and the 2013 FCAT 2.0 results in order to implement strategies utilizing computer-based tests, labs, and hands-on science activities.

Person or Persons Responsible

MTSS/Rtl and Leadership Team.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Formative and Summative Assessments.

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

Fidelity will be ensured by visiting classrooms and walk-throughs when conducting Labs.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Monthly.

Evidence of Completion

Formative and Summative Assessments, Mini-Benchmark Assessments, and Student Lab Journals and work samples.

Plan to Monitor Effectiveness of G4.B1.S1

Develop enrichment activities to support Science by participating in Science Fair, field trips, labs. provide students with the opportunity to present and showcase their projects.

Person or Persons Responsible

Teachers and Leadership Team.

Target Dates or Schedule

Monthly.

Evidence of Completion

Formative and Summative Assessments, Mini-Benchmark Assessments, and Student Lab Journal/ Logs and work samples.

G5. Our goal is to increase the number of opportunities to compete in STEM projects and to integrate the Common Core Reading Standards for Literacy in Science, and Math into CTE content area curriculum.

G5.B1 The school limits the STEM experiences that students have access to mainly due to schedule constraints. Students are in need of additional applications of Science, technological and mathematics skills in designing solutions that may be applied to the real world.

G5.B1.S1 Increase the number of opportunities to compete in STEM projects.

Action Step 1

Students are in need of additional applications of Science, technological and mathematics skills in designing solutions that may be applied to the real world. Increase the number of science-related field trips and Science Night.

Person or Persons Responsible

Science teachers and Administration.

Target Dates or Schedule

Ongoing

Evidence of Completion

Science Lab Journals, FACT 2.0 2014 results.

Facilitator:

Jessica Dannenberg

Participants:

Science teachers

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

To increase the number of opportunities to compete in STEM projects and to integrate the Common Core Reading Standards for Literacy in Science, and Math into CTE content area curriculum.

Person or Persons Responsible

Science teachers and Administration.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Science competitions, Science projects, Science Lab Journals, FCAT 2.0 2014 results.

Plan to Monitor Effectiveness of G5.B1.S1

To increase the number of opportunities to compete in STEM projects and to integrate the Common Core Reading Standards for Literacy in Science, and Math into CTE content area curriculum.

Person or Persons Responsible

Science teachers, Math teachers, and Administration.

Target Dates or Schedule

Ongoing

Evidence of Completion

Science Fair projects, competition, Field Trips, Math Bowls competition, Science Night, Baseline and Interim Assessments, and FCAT 2.0 2014 results.

G6. Our school understands the correlation between attendance, academic development, retentions, and behavior referrals. Our goal is to increase the attendance rate by reducing absences from 5% of students missing 10% or more absences of instructional time.

G6.B1 Parents and/or guardians not abiding nor following the district's attendance and truancy rules and regulations. In 2013, 5% of students missed 10 percent or more of available instructional time.

G6.B1.S1 Administrators will address the importance of attendance and punctuality as it relates to academic achievement, by discussing district policy.

Action Step 1

During Open House and PTA meetings, administrators will address school attendance. The school counselor and school social worker will meet with parents and students that are having attendance issues. The team will create an intervention plan.

Person or Persons Responsible

Administration, School Counselor, and School Social Worker.

Target Dates or Schedule

Open House, PTA meetings, and ongoing.

Evidence of Completion

Student Service referrals, ISIS codes entered.

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

Administrators will monitor attendance bulletin reports to identify students that are excessively absent.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Attendance bulletin, student service contact and referrals input.

Plan to Monitor Effectiveness of G6.B1.S1

The administration, school counselor, and school social worker will monitor attendance bulletin and tardy/leaving early logs.

Person or Persons Responsible

Administration, school counselor, and school social worker.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Attendance bulletin and tardy/leaving early logs.

G6.B2 Parents/guardians and students lack familiarity with the district's Code of Student Conduct (COSC). In 2013, 3% of students received three or more behavior referrals.

G6.B2.S1 Letters sent home at the beginning of the school year, requiring signature and acknowledgment from parent/guardian that the COSC had been reviewed. Counselor will deliver COSC assemblies by visiting classrooms.

Action Step 1

COSC will be reviewed by parents/guardian and students. Identify students that need Tier 2 strategies and discuss individual cases with school counselor, school psychologist, and administration.

Person or Persons Responsible

Administration, counselor, school psychologist, and teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

SST schedules, Counselor's referrals and ISIS codes.

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Fidelity will be monitored through MTSS/Rtl Leadership Team via classroom walk through and conferences with teachers, counselor, and parents.

Person or Persons Responsible

Administration, Teachers, Counselor.

Target Dates or Schedule

Ongoing.

Evidence of Completion

SST schedules, lesson plans, parent contact.

Plan to Monitor Effectiveness of G6.B2.S1

The MTSS/Rtl problem solving model will be used. Tier 1 and Tier 2 strategies will be used and Tier 3 will be implemented, if needed.

Person or Persons Responsible

MTSS/Rtl and Leadership Team.

Target Dates or Schedule

Ongoing.

Evidence of Completion

SCAMS, counselor referrals, parent contact and conferences.

G6.B3 Students lack prerequisite skills to be proficient readers in the third grade. In 2013, 44% of students are not proficient in reading by third grade.

G6.B3.S1 Students that scored in the lowest quartile in the 2013 SAT, will be placed in an academic intervention plan.

Action Step 1

MTSS/Rtl problem solving model will be implemented to determine effectiveness of the implementation. Tier 1 and Tier 2 strategies will be utilized in order to address any behavior issues. If needed, Tier 3 strategies will be implemented.

Person or Persons Responsible

MTSS/Rtl and Leadership Team.

Target Dates or Schedule

Ongoing.

Evidence of Completion

SCAMS and student service referrals.

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Teachers will be providing targeted students and additional 30 minutes intervention of Success Maker.

Person or Persons Responsible

Administrators and teachers.

Target Dates or Schedule

Daily and ongoing.

Evidence of Completion

Student Success Maker logs and progress.

Plan to Monitor Effectiveness of G6.B3.S1

Success Maker logs will be closely monitored and data will be collected as evidence of progress and/or lack of. MTSS/Rtl model will be implemented to determine further actions.

Person or Persons Responsible

MTSS/Rtl, Leadership team, and teachers.

Target Dates or Schedule

Monthly.

Evidence of Completion

Student performance and data reports.

Coordination and Integration

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

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

Title III:

These funds are used to supplement and enhance the programs of the English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial programs via ELLIS computerized Program in order to develop and enhance language and literacy skills
- Parent outreach activities
- Referral to behavioral/counseling services as needed by families
- Professional development on best practices for ELL and content area teachers
- Reading and supplementary instructional materials for ELL population

Violence Prevention:

The Student Services Department provides the Safe and Drug-Free Schools Violence Prevention Program to address violence and drug prevention and intervention services for students through the curriculum. The school celebrates Red Ribbon Week and Blue Ribbon Week by engaging students and parents in school wide activities, such as assemblies, guest speakers, contests, and morning announcements.

Additionally, the school offers a nonviolence and anti-drug program to students via classroom instruction.

Nutrition:

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 FCAT 2.0 for Reading indicate that 69% of students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 for Reading is for 81% of students to score at Level 3 or above, an increase of 12 percentage points.

G1.B1 According to the Reading Annual Measurable Objectives (AMO's), Hispanic, ELL, SWD and ED students did not meet target for the 2013 FCAT 2.0. The expected target for Hispanic students was (78%), ELL (71%), SWD (59%) and ED (75 %).

G1.B1.S1 Utilization of Accelerated Reader program to promote the curriculum in areas of reading and its components. Students will access during the Reading Core instructional block.

PD Opportunity 1

Accelerated Reader Program.

Facilitator

Ana Simeon, Media Specialist

Participants

All teachers

Target Dates or Schedule

Daily during the Reading instructional block.

Evidence of Completion

Students complete computer based tests based on each book read.

G1.B3 The results of the 2012-2013 FCAT 2.02 Reading test indicate that 34% of our students achieved a Level 3. Our goal for the 2013-14 school year is to increase the amount of students receiving Level 3 to 42%, which is the target. The students experienced difficulties in the area of Literary Analysis, Fiction/Non Fiction.

G1.B3.S1 Teachers will use enrichment activities to ensure that students are being challenged in the area of reading and analyzing fictional and non-fictional passages.

PD Opportunity 1

Instruct students to successfully analyze literature, to remember that authors make specific choices for particular reasons when analyzing passages.

Facilitator

Media Specialist, Ana Simeon.

Participants

All teachers

Target Dates or Schedule

Weekly.

Evidence of Completion

Interim Assessments and weekly assessments.

G5. Our goal is to increase the number of opportunities to compete in STEM projects and to integrate the Common Core Reading Standards for Literacy in Science, and Math into CTE content area curriculum.

G5.B1 The school limits the STEM experiences that students have access to mainly due to schedule constraints. Students are in need of additional applications of Science, technological and mathematics skills in designing solutions that may be applied to the real world.

G5.B1.S1 Increase the number of opportunities to compete in STEM projects.

PD Opportunity 1

Students are in need of additional applications of Science, technological and mathematics skills in designing solutions that may be applied to the real world. Increase the number of science-related field trips and Science Night.

Facilitator

Jessica Dannenberg

Participants

Science teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Science Lab Journals, FACT 2.0 2014 results.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT 2.0 for Reading indicate that 69% of students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 for Reading is for 81% of students to score at Level 3 or above, an increase of 12 percentage points.	\$4,800
Total		\$4,800

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Other	Total
Title III	\$3,000	\$0	\$3,000
EESAC	\$0	\$1,800	\$1,800
Total	\$3,000	\$1,800	\$4,800

Budget Details

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

G1. The results of the 2013 FCAT 2.0 for Reading indicate that 69% of students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 for Reading is for 81% of students to score at Level 3 or above, an increase of 12 percentage points.

G1.B1 According to the Reading Annual Measurable Objectives (AMO's), Hispanic, ELL, SWD and ED students did not meet target for the 2013 FCAT 2.0. The expected target for Hispanic students was (78%), ELL (71%), SWD (59%) and ED (75 %).

G1.B1.S2 Title III tutoring will be offered to ELL students twice a week in grades 3-5 in the areas of reading. FCAT strategies will be implemented and assessments will take place for each benchmark.

Action Step 1

FCAT strategies will be implemented and assessments will take place for each benchmark. Title III tutoring will be offered to ELL students.

Resource Type

Evidence-Based Program

Resource

Tutoring (ELL)

Funding Source

Title III

Amount Needed

\$3,000

G1.B2 The results of the 2012-2013 FCAT 2.02 Reading test indicate that 36% of SWD subgroup achieved mastery level. Our goal for 2013-14 school year is to increase the mastery level to 59% in order to meet our target. The students experienced difficulties in the area of Literary Analysis, Fiction/Non Fiction.

G1.B2.S1 Teachers will concentrate on teaching strategic lessons during small group instruction using tools to assist students with their analytical skills in reading. Students will read and analyze passages taken from fictional and non-fictional stories.

Action Step 1

Emphasis will be on analytical reading of fiction and non-fiction passages.

Resource Type

Other

Resource

Technology

Funding Source

EESAC

Amount Needed

\$1,800