



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Ludlam Elementary School

6639 SW 74TH ST

South Miami, FL 33143

305-667-5551

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 66%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 84%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A
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## SIP Authority and Template

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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

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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

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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

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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

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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

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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

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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

Ludlam Elementary School

##### Principal

Dr. Georgette Menocal

##### School Advisory Council chair

Enrique Del Castillo

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

Name	Title
Dr. Georgette Menocal	Principal
Michele L. Zakis	Assistant Principal

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

The Educational Excellence School Advisory Council (EESAC) at Ludlam Elementary School is comprised of 17 members that include the Principal, the UTD steward, 5 teachers, 1 education support employee, 5 parents, 1 student and 3 community/business representatives.

#### Involvement of the SAC in the development of the SIP

The Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision-making at the school relating to implementation of the provision of the state system of improvement and accountability. The EESAC assists in the preparation, implementation and the evaluation of the School Improvement Plan.

#### Activities of the SAC for the upcoming school year

The Educational Excellence School Advisory Council (EESAC) will meet at least 4 times during the school year to approve the School Improvement Plan, to conduct a midyear review of progress and to conduct a final assessment of progress at the end of the year. The EESAC will monitor progress related to the strategies and make necessary adjustments, if needed.

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

Approximately \$1900 will be allocated to purchase Reflex Math to assist in implementing SIP Mathematics goals.

**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:**

**Dr. Georgette Menocal**

Principal

Years as Administrator: 15

Years at Current School: 5

**Credentials**

Bachelor of Science in Elementary Education, Master of Science in Elementary Education, Doctor of Education in Educational Leadership; Certified in Elementary Education, School Principal, Educational Leadership

**Performance Record**

'13 '12 '11 '10 '09  
 School Grade A A A A A  
 High Standards Rdg. 73 72 72 82 71  
 High Standards Math 70 72 72 79 77  
 Lrng Gains-Rdg. 75 79 71 75 77  
 Lrng Gains-Math 70 70 69 71 74  
 Gains-Rdg-25% 53 83 57 68 77  
 Gains-Math-25% 70 64 67 68 73  
 AMO no





**# reading endorsed**

2, 7%

**# with advanced degrees**

9, 31%

**# National Board Certified**

3, 10%

**# first-year teachers**

2, 7%

**# with 1-5 years of experience**

3, 10%

**# with 6-14 years of experience**

11, 38%

**# with 15 or more years of experience**

13, 45%

**Education Paraprofessionals**

**# of paraprofessionals**

4

**# Highly Qualified**

4, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

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

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

1. Collaboration with local universities to address graduating classes.
2. Facilitate placement of current teachers at site.
3. Solicit referrals from current employees.
4. Assign mentor teachers to new teachers.

**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**

1. Provide orientation for beginning teachers in order to familiarize the teachers with the school community.

2. Pair new teachers with a mentor in the same grade level/subject area in order to provide a support system based on shared curriculum and developmental stages.
3. Provide opportunities for common planning/articulation in order to model effective professional practices.
4. Adjust support, as needed, in order to individualize the support received by each beginning teacher.

### **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**

Utilizing the FCIM, the MTSS/RtI Leadership Team, in conjunction with the SAC will meet to monitor the effectiveness of the core instruction through analysis of data from the McGraw Hill Wonders reading program and on Tier 1, 2 and 3 targets. Based on student performance data, program effectiveness will be reviewed and adjustments to instructional practices will be made, as needed. The SAC will analyze data for funding resources based on the needs of progress monitoring.

Teachers will meet on a weekly basis for collaborative planning. Student performance data will be reviewed and adjustments to intervention and differentiated instruction groups will be made, as needed.

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

Dr. Georgette Menocal, Principal - Establishes a common vision for the implementation of data-driven instruction and the use of data-based decision making. Ascertains that the school-based team is implementing MTSS/RtI and ensures implementation of intervention support and the maintenance of all documentation. Secures adequate professional development to support MTSS/RtI implementation, and communicates with staff and parents regarding school-based MTSS/RtI plans and activities.

Michele L. Zakis, Assistant Principal - Assists the Principal in the establishment of a common vision for the implementation of data-driven instruction and the use of data-based decision-making. Aide the Principal in the supervision of the MTSS/RtI team and its implementation of all processes. Support the Principal in the collection of all documentation and the provision of adequate professional development opportunities for all staff members. Communicate with staff and parents regarding school-based MTSS/RtI plans and activities.

Loudres Rudd, Third Grade Teacher - Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Waldo Cardenas, Fourth Grade Teacher - Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Angela Brusco, SPED Teacher - Provides insight into Special Education practices, shares research-based instructional strategies for the differentiated instruction of SPED students, participates in student data collection, integrates core instructional activities/resources into Tier 3 instruction, and collaborates with general education teachers through such activities as consultation, collaboration and co-teaching.

Patrice Levy, School Counselor - Present insight on the cognitive, social, psychological, and physical development of students that may influence academic success. Offer quality services and expertise on curriculum program design, comprehensive student evaluation, and specialized intervention. Link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Julio Pasos, Technology Specialist - Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data

management and display.

Debra Conover, Media Specialist - Develops, brokers, and maintains media necessary to support the school's research based curriculum programs and instructional strategies. Assists in the display of data and the implementation of motivational tools for student achievement. Provides professional development and technical support to teachers and staff regarding the effective use of media and literacy across the curriculum. Maintains extended hours so that parents and students can utilize the media center after school.

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our schools, our teachers, and in our students?

The team meets once a month to engage in the following activities:

- Disaggregate and analyze all "screening" data and all "on-going progress monitoring" data
- Associate the current data to instructional decisions in order to determine the discrepancy between what is expected and what is occurring
- Identify students who are meeting/exceeding benchmarks, or who are at moderate/high risk for not meeting benchmarks
- Establish a student performance goal, develop an intervention plan to address the goal, and delineate how the students' progress will be monitored. Implementation integrity will be ensured
- Use progress monitoring data to evaluate the effectiveness of the intervention plan based on the student's response to the intervention
- Assist in the identification of professional development opportunities and resources to better support the students' progress
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation

### **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**

Baseline Data will be collected and analyzed at the beginning of the school year (August) through the Progress Monitoring and Reporting Network (PMRN), the administration of the Florida Assessments for Instruction in Reading (FAIR), the interpretations of the results of the Florida Comprehensive Assessment Test (FCAT), and the District administration of the Baseline Assessment. Midyear Data will be collected and analyzed during the months of December and January through the FAIR assessment, and the District administration of the Winter Interim Assessment. End of Year Data will be collected and analyzed during the months of March, April and May through the FAIR assessment and the formal administration of the FCAT.

On-Going Progress Monitoring will take place through the use of the PMRN, interpretation of the results of the different components in the FAIR assessment, the administration of McGraw-Hill Reading Wonders weekly assessments, and the analysis of the McGraw Hill WonderWorks Intervention Program data.

Data will be managed, analyzed, and interpreted through Data Chats in order to adjust the Tier 1 core instructional practices being implemented through the general curriculum, develop Tier 2 supplemental instruction and interventions for targeted students that is aligned to the core instruction, and prescribe Tier 3 intensive instructional or behavioral intervention for individual students that is aligned with all core instructional methodologies.

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

Based upon the information from [http://www.floridarti.org/educatorResources/MTSS\\_Book\\_ImplComp\\_012612.pdf](http://www.floridarti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf), but not limited to the following:

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

### Increased Learning Time/Extended Learning Opportunities

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

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

**Strategy:** Before or After School Program

**Minutes added to school year:** 4,860

Provide an after-school reading tutorial for English language learners.

#### Strategy Purpose(s)

- Instruction in core academic subjects

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

Data will be analyzed on an ongoing basis by reviewing the results of ELL student performance on the District Baseline, Fall and Winter Interim Assessments as well as the results of the 2014 Reading FCAT 2.0.

#### Who is responsible for monitoring implementation of this strategy?

Adminsitrators, ELL Tutorial Teachers

### Literacy Leadership Team (LLT)

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

Name	Title
Dr. Georgette Menocal	Principal
Michele L. Zakis	Assistant Principal
Debra Conover	Media Specialist

Name	Title
Angela Brusco	SPED Resource Teacher
Enrique Del Castillo	3rd Grade Teacher

### How the school-based LLT functions

The Literacy Leadership Team will focus meetings around one question: How do we develop and maintain a schoolwide literacy plan that best meets the needs of our school, our teachers and our students? The team meets once a month to engage in the following activities:

1. Disaggregate and analyze data in order to understand the literacy challenges of the school population.
2. Associate the current data to instructional decisions in order to modify literacy instruction, as needed.
3. Identify students who are meeting/exceeding literacy benchmarks, or who are at moderate/high risk for not meeting benchmarks and identify appropriate strategies for meeting individual student needs.
4. In accordance with goals set forth in the School Improvement Plan, establish a schoolwide literacy plan, monitor implementation of the literacy plan and adjust the plan, as needed, to ensure student success.
5. Use progress monitoring data to evaluate the effectiveness of the literacy plan.
6. Assist in the identification of professional development opportunities and resources which will create capacity of reading knowledge within the school and facilitate the focus on areas of literacy throughout the school.
7. Facilitate the process of building consensus, increasing infrastructure and making decisions about implementation.

The roles and functions of the Literacy Leadership Team are as follows:

**Principal:** Establishes a common vision for the implementation of data-driven literacy instruction and the use of data-based decision making practices. Ascertains that the school-based team is implementing best practices and ensures implementation of intervention support and the maintenance of all documentation. Secures adequate professional development to support literacy instruction and communicates with staff and parents regarding school-based literacy plans and activities.

**Assistant Principal:** Assists the Principal in the establishment of a common vision for the implementation of data-driven literacy instruction and the use of data-based decision-making practices. Aids the Principal in the supervision of the LLT and its implementation of all processes. Supports the Principal in the collection of all documentation and the provision of adequate professional development opportunities for all staff members. Communicates with staff and parents regarding school-based literacy plans and activities.

**Media Specialist:** Gathers information related to and provides insight into supplemental materials and programs available to support literacy instruction. Collaborates with instructional staff to select materials to support the literacy curriculum.

**SPED Teacher:** Provides insight into Special Education practices, shares research-based instructional strategies for differentiated instruction of SPED students, participates in student data collection, integrates core instructional activities/resources into Tier 3 instruction and collaborates with general education teachers through such activities as consultation, collaboration and co-teaching.

**General Education Teachers:** Provide information about core literacy instruction, participates in student data collection, deliver Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions and integrates Tier 1 materials with Tier 2/3 activities. Attend professional development related to literacy instruction and share with appropriate instructional staff.

### Major initiatives of the LLT

1. Ensure fidelity in the implementation of the McGraw-Hill reading Wonders and Reading WonderWorks literacy programs.
2. Promote an appreciation of quality literature through implementation of Literacy Day in Pre--Kindergarten through Grade 3.
3. Assist in the identification of Tier 2/3 students. Create a schedule for providing identified students with

intervention programs and ensure that appropriate staff members are trained to administer these programs.

4. Provide instructional staff members with professional development related to "Breaking Down the Benchmarks" to ensure that best practices and appropriate instructional strategies are utilized throughout the reading/language arts block.

### **Every Teacher Contributes to Reading Instruction**

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

1. Provide all teachers with the materials needed to implement an effective reading program.
2. Offer professional development and facilitate professional learning communities in the area of reading to all teachers, including those in the special areas.
3. Provide for common planning time during which teachers plan for instruction and discuss best practices in reading instruction.
4. Share data from schoolwide, District and State assessments with all teachers, including those in the special areas, to insure that every teacher is familiar with student strengths and needs.

### **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**

1. Articulate with area preschools and the South Miami Community Center to identify future students.
2. Share registration requirements with parents and community members.
3. Provide tours of the school on a bi-monthly basis.
4. Student services personnel work closely with parents to ensure that parents are aware of the programs offered and the services provided.

## 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	73%	73%	Yes	75%
American Indian		0%		
Asian		0%		
Black/African American	44%	34%	No	50%
Hispanic	74%	77%	Yes	77%
White	86%	97%	Yes	87%
English language learners	53%	68%	Yes	58%
Students with disabilities	37%	28%	No	43%
Economically disadvantaged	57%	57%	Yes	61%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	35	19%	23%
Students scoring at or above Achievement Level 4	90	50%	52%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		75%	78%
Students in lowest 25% making learning gains (FCAT 2.0)		53%	58%

#### 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)	32	46%	51%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	22	33%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	20	29%	36%

**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	42	70%	73%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	70%	No	75%
American Indian		0%		
Asian		0%		
Black/African American	42%	43%	Yes	48%
Hispanic	75%	70%	No	78%
White	82%	94%	Yes	84%
English language learners	56%	64%	Yes	60%
Students with disabilities	40%	33%	Yes	46%
Economically disadvantaged	57%	55%	No	61%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	25%	31%
Students scoring at or above Achievement Level 4	75	41%	44%

**Learning Gains**

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

**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	12	19%	23%
Students scoring at or above Achievement Level 4	18	29%	31%

**Florida Alternate Assessment (FAA)**

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		2
Participation in STEM-related experiences provided for students	292	75%	78%

**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	24	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	20	5%	4%
Students who are not proficient in reading by third grade	21	37%	33%
Students who receive two or more behavior referrals	47	12%	11%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	6	1%	1%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

Increase the number of parents attending school-sponsored activities throughout the year.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
During the 2013-2014 school year, 35% (141) of the students will be represented by one or more parent/family member at a School Volunteer Program Orientation meeting.	129	32%	35%

## Goals Summary

- G1.** Our Reading goal for the 2013-2014 school year is to increase student proficiency for all students by 2 percentage points to 75%.
- G2.** Our Writing goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 73%.
- G3.** Our Mathematics goal for the 2013-2014 school year is to increase student proficiency for all students by 5 percentage point to 75%.
- G4.** Our Science goal for the 2013-2014 school year is to increase student proficiency for all students by 6 percentage points to 54%.
- G5.** Our STEM goal for the 2013-2014 school year is to increase the number of students participating in project based learning.
- G6.** Our Early Warning System goal for the 2013-2014 school year is to identify students early in order to provide appropriate strategies and interventions.
- G7.** Our Parent Involvement goal is that during the 2013-2014 school year, at least 131 (35%) of the students will be represented by at least one parent/family member at a School Volunteer Program Orientation Meeting.

## Goals Detail

**G1.** Our Reading goal for the 2013-2014 school year is to increase student proficiency for all students by 2 percentage points to 75%.

### **Targets Supported**

- Reading (FCAT2.0, Learning Gains, CELLA)

### **Resources Available to Support the Goal**

- Houghtin Mifflin McGraw Hill Reading Wonders and Reading WonderWorks, iReady Online Reading Program

### **Targeted Barriers to Achieving the Goal**

- Performance data for the 2013 FCAT Reading for students in the black and students with disabilities subgroups indicates that there is a deficiency in Reporting Category 2 [LA.3-5.1.7.3]; Students experience difficulties in determining the main idea or essential message in grade-level text [NGSSS]; inferring, paraphrasing, summarizing, and identifying relevant details. [Domain #1 - CCSS.ELA-Literacy.RI.5.1].
- Performance data for students scoring at Achievement Level 3 on the 2013 FCAT Reading indicates that there is a deficiency in Reporting Category 1 [LA.3-5.1.6.9] Multiple Meanings in Context, Vocabulary [NGSSS]. Students experienced difficulty in determining the meaning of words and phrases as used in a text and in distinguishing literal from non-literal language [Domain 2, CCSS.ELA-Literacy.RL.3.4].
- Performance data for students scoring at or above Achievement Level 4 on the 2013 FCAT Reading indicates that there is a deficiency in Reporting Category 3 [LA.3-5.2.1.7] Identify and explain the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects [RL.3.4 & L.3.5a].
- Performance data for students making learning gains on the 2013 FCAT Reading indicates that there is a deficiency in Reporting Category 2 [LA.3-5.1.7.3]; Students experience difficulties in determining the main idea or essential message in grade-level text [NGSSS]; inferring, paraphrasing, summarizing, and identifying relevant details. [Domain #1 - CCSS.ELA-Literacy.RI.5.1].
- Performance data for students scoring in the lowest 25% on the 2013 FCAT Reading indicates that there is a deficiency in Reporting Category 1 [LA.3-5.1.6.3] Context Clues (L.3.4a & L.3.5). Students experience difficulties in utilizing context clues in grade level text.
- Performance data for the 2013 CELLA indicates that ELL students require additional opportunities in and outside of the classroom for listening to and speaking English.
- Performance data for the 2013 CELLA indicates that ELL students require additional opportunities to read in English.
- Performance data for the 2013 CELLA indicates that ELL students require additional opportunities to practice academic writing.

## Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the LLT will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

Formative Assessments – Houghton Mifflin McGraw Hill Reading Wonders Weekly Assessments, Monthly iReady Reports, District Interim Assessments, Teacher informal observations during instruction, Student Work Folders Summative Assessment – Results of the 2014 FCAT 2.0, Results of the 2014 CELLA

**G2.** Our Writing goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 73%.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- Houghton Mifflin McGraw Hill Reading Wonders and Reading WonderWorks

### Targeted Barriers to Achieving the Goal

- Performance data for students scoring at or above 3.5 on the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. 2 [LA.3-5.1.7.3]; Students experience difficulties in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

## Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the LLT will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule:

Monthly, Quarterly, End of Year

### Evidence of Completion:

Formative Assessments: Monthly Writing Prompts, District Writing Pre/Post Test Summative Assessment: Results of the 2014 FCAT 2.0 Writing

**G3.** Our Mathematics goal for the 2013-2014 school year is to increase student proficiency for all students by 5 percentage point to 75%.

### **Targets Supported**

### **Resources Available to Support the Goal**

- Houghton Mifflin Go Math Textbook Series, iReady Online Mathematics Program

### **Targeted Barriers to Achieving the Goal**

- Performance data for the 2013 FCAT Mathematics for students in the total population, Hispanic, and economically disadvantaged subgroups indicates that there is a deficiency in Numbers: Base Ten and Fractions Reporting Category.
- Performance data for students scoring at Achievement Level 3 on the 2013 FCAT Mathematics indicates that there is a deficiency in the Numbers: Base Ten and Fractions Reporting Category.
- Performance data for students scoring at or above Achievement Level 4 on the 2013 FCAT Mathematics indicates that there is a deficiency in the Geometry and Measurement Reporting Category.
- Performance data for students making learning gains on the 2013 FCAT Mathematics indicates that there is a deficiency in the Numbers: Base Ten and Fractions Reporting Category.
- Performance data for students in lowest 25% making learning gains on the 2013 FCAT Mathematics indicates that there is a deficiency in Numbers: Base Ten and Fractions Reporting Category.

### **Plan to Monitor Progress Toward the Goal**

Utilizing the FCIM, the MTSS will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

### **Person or Persons Responsible**

MTSS

### **Target Dates or Schedule:**

Quarterly

### **Evidence of Completion:**

Formative Assessment: Monthly iReady report, District Interim Assessment Summative Assessment: Results of the 2014 FCAT 2.0

**G4.** Our Science goal for the 2013-2014 school year is to increase student proficiency for all students by 6 percentage points to 54%.

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- Scott Foresman Science Series, Science Lab, Gizmos Online Science Program

**Targeted Barriers to Achieving the Goal**

- As noted on the 2013 Science FCAT 2.0, students in Grade 5 who scored at Level 3 had the most difficulty with Physical Science.
- As noted on the 2013 Science FCAT 2.0, students in Grade 5 who scored at Level 4 or above had the most difficulty with Physical Science.

**Plan to Monitor Progress Toward the Goal**

Utilizing the FCIM, the MTSS will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

**Person or Persons Responsible**

MTSS

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative Assessments: Science Journals/Logs, District Interim Assessment Summative Assessment: Results of the 2014 FCAT 2.0

**G5.** Our STEM goal for the 2013-2014 school year is to increase the number of students participating in project based learning.

**Targets Supported**

- STEM
- STEM - All Levels
- STEM - High School

**Resources Available to Support the Goal**

- Science Lab, Gizmos Online Science Program, Houghton Mifflin Go Math Textbook Series

**Targeted Barriers to Achieving the Goal**

- A limited number of students have the opportunity to participate in project-based learning activities.

### Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the MTSS will monitor student Science Fair projects and adjust instruction, as needed, to ensure that all students are familiar with the scientific method.

**Person or Persons Responsible**

MTSS

**Target Dates or Schedule:**

October, 2013

**Evidence of Completion:**

Summative Assessment: Science Fair Project Formative Assessment: Results of the 2014 FCAT 2.0 Science Assessment

**G6.** Our Early Warning System goal for the 2013-2014 school year is to identify students early in order to provide appropriate strategies and interventions.

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- District Attendance Policy, Code of Student Conduct

**Targeted Barriers to Achieving the Goal**

- Parents' misunderstanding of the importance of regular school attendance and District wide attendance policies and how it impacts instructional time.
- Students' inability to master basic reading skills prior to the onset of the third grade year.
- Parental and student misunderstanding of the policies set forth in the District's Code of Student Conduct impacts the number of behavior referrals.

### Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, administration will review and monitor daily attendance reports and adjust strategies as needed.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Daily Attendance Reports Progress Monitoring Reports Weekly Assessment Results Code of Student Conduct Acknowledgement Forms



**G7.** Our Parent Involvement goal is that during the 2013-2014 school year, at least 131 (35%) of the students will be represented by at least one parent/family member at a School Volunteer Program Orientation Meeting.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- Parent Resource Center

**Targeted Barriers to Achieving the Goal**

- Parents have a limited understanding of the impact of ongoing parental involvement in their student's education.

**Plan to Monitor Progress Toward the Goal**

Utilizing FCIM, the MTSS will monitor MTSS Logs, meeting sign-in sheets and the School Volunteer Program Sign-In Log for evidence of parent participation in school activities.

**Person or Persons Responsible**

MTSS

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

MTSS/RtI Team Logs, meeting sign-in sheets and the School Volunteer Program Sign-In Log

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Our Reading goal for the 2013-2014 school year is to increase student proficiency for all students by 2 percentage points to 75%.

**G1.B1** Performance data for the 2013 FCAT Reading for students in the black and students with disabilities subgroups indicates that there is a deficiency in Reporting Category 2 [LA.3-5.1.7.3]; Students experience difficulties in determining the main idea or essential message in grade-level text [NGSSS]; inferring, paraphrasing, summarizing, and identifying relevant details. [Domain #1 - CCSS.ELA-Literacy.RI.5.1].

**G1.B1.S1** Utilize center rotations for guided practice during differentiated instruction.

### Action Step 1

Students will utilize iReady during center rotations as guided practice in recognizing the main idea/ message.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Monthly iReady reports

#### Facilitator:

District Personnel

#### Participants:

Teachers

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

Utilizing the FCIM, the LLT will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Monthly iReady report, District Interim Assessment

### **Plan to Monitor Effectiveness of G1.B1.S1**

Utilizing the FCIM, the LLT will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Formative Assessments: Monthly iReady report, District Interim Assessment

**G1.B2** Performance data for students scoring at Achievement Level 3 on the 2013 FCAT Reading indicates that there is a deficiency in Reporting Category 1 [LA.3-5.1.6.9] Multiple Meanings in Context, Vocabulary [NGSSS]. Students experienced difficulty in determining the meaning of words and phrases as used in a text and in distinguishing literal from non-literal language [Domain 2, CCSS.ELA-Literacy.RL.3.4].

**G1.B2.S1** Utilize center rotations for guided practice during differentiated instruction.

**Action Step 1**

Instruction should be focused on building skills in understanding connotative language as it relates to vocabulary and providing opportunities for students to practice returning to the text to verify answers.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Folders, Weekly Assessment Results

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

Utilizing the FCIM, the LLT will review students' weekly assessment results to monitor progress and to adjust instruction as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Houghton Mifflin McGraw Hill Reading Wonders Weekly Assessment Results

## Plan to Monitor Effectiveness of G1.B2.S1

Utilizing the FCIM, the LLT will review students' weekly assessment results to monitor progress and to adjust instruction as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Weekly

### Evidence of Completion

Houghton Mifflin McGraw Hill Reading Wonders Weekly Assessment Results

**G1.B3** Performance data for students scoring at or above Achievement Level 4 on the 2013 FCAT Reading indicates that there is a deficiency in Reporting Category 3 [LA.3-5.2.1.7] Identify and explain the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects [RL.3.4 & L.3.5a].

**G1.B3.S1** Utilize center rotations for guided practice during differentiated instruction.

### Action Step 1

Instruction should be focused on building skills in understanding figurative language as it relates to the author's meaning and providing opportunities for students to practice returning to the text to verify answers.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student Work Folders, Weekly Assessment Results

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

Utilizing the FCIM, the LLT will review students' weekly assessment results to monitor progress and to adjust instruction as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Houghton Mifflin McGraw Hill Reading Wonders Weekly Assessment Results

### **Plan to Monitor Effectiveness of G1.B3.S1**

Utilizing the FCIM, the LLT will review students' weekly assessment results to monitor progress and to adjust instruction as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Houghton Mifflin McGraw Hill Reading Wonders Weekly Assessment Results

**G1.B4** Performance data for students making learning gains on the 2013 FCAT Reading indicates that there is a deficiency in Reporting Category 2 [LA.3-5.1.7.3]; Students experience difficulties in determining the main idea or essential message in grade-level text [NGSSS]; inferring, paraphrasing, summarizing, and identifying relevant details. [Domain #1 - CCSS.ELA-Literacy.RI.5.1].

**G1.B4.S1** Utilize center rotations for guided practice during differentiated instruction.

**Action Step 1**

Students will receive instruction in teacher-led center in recognizing the main idea/ essential message.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Folders, Weekly Assessment Results

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

Utilizing the FCIM, the LLT will review students' weekly assessment results to monitor progress and to adjust instruction as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Houghton Mifflin McGraw Hill Reading Wonders Weekly Assessment Results

## Plan to Monitor Effectiveness of G1.B4.S1

Utilizing the FCIM, the LLT will review students' weekly assessment results to monitor progress and to adjust instruction as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Weekly

### Evidence of Completion

Houghton Mifflin McGraw Hill Reading Wonders Weekly Assessment Results

**G1.B5** Performance data for students scoring in the lowest 25% on the 2013 FCAT Reading indicates that there is a deficiency in Reporting Category 1 [LA.3-5.1.6.3] Context Clues (L.3.4a & L.3.5). Students experience difficulties in utilizing context clues in grade level text.

**G1.B5.S1** Utilize center rotations for guided practice during differentiated instruction.

### Action Step 1

Utilizing the Reading WonderWorks Program, thirty minutes of intervention will be provided outside of the language arts/reading instructional block.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student Work Folders, Progress Monitoring Results



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

Utilizing the FCIM, the LLT will review students' weekly assessment results to monitor progress and to adjust instruction as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Houghton Mifflin McGraw Hill Reading Wonders Weekly Assessment Results

### Plan to Monitor Effectiveness of G1.B5.S1

Utilizing the FCIM, the LLT will review students' weekly assessment results to monitor progress and to adjust instruction as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Houghton Mifflin McGraw Hill Reading Wonders Weekly Assessment Results

**G1.B6** Performance data for the 2013 CELLA indicates that ELL students require additional opportunities in and outside of the classroom for listening to and speaking English.

**G1.B6.S1** Utilize center rotations for guided practice during differentiated instruction.

#### Action Step 1

During instruction, students will be provided with opportunities to listen to read-a-louds, and think-a-louds and to participate in Reader's Theater.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Teacher informal observations during instruction

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

The LLT will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Results of the 2014 CELLA

### Plan to Monitor Effectiveness of G1.B6.S1

The LLT will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Results of the 2014 CELLA

**G1.B7** Performance data for the 2013 CELLA indicates that ELL students require additional opportunities to read in English.

**G1.B7.S1** Utilize center rotations for guided practice during differentiated instruction.

**Action Step 1**

Differentiated instruction will be employed to address individual needs along with Reciprocal Teaching strategies.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Teacher informal observation during differentiated instruction.

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

The LLT will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Teacher informal observation during differentiated instruction

### Plan to Monitor Effectiveness of G1.B7.S1

The LLT will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Teacher informal observation during differentiated instruction

**G1.B8** Performance data for the 2013 CELLA indicates that ELL students require additional opportunities to practice academic writing.

**G1.B8.S1** Utilize center rotations for guided practice during differentiated instruction.

#### Action Step 1

During instruction, students will be guided in developing and using graphic organizers.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Teacher informal observation during differentiated instruction

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

The LLT will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student Work Folders

### **Plan to Monitor Effectiveness of G1.B8.S1**

The LLT will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student Work Folders

**G2.** Our Writing goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 73%.

**G2.B1** Performance data for students scoring at or above 3.5 on the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. 2 [LA.3-5.1.7.3]; Students experience difficulties in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

**G2.B1.S1** Students will participate in small group guided instruction.

**Action Step 1**

Students will participate in small group guided instruction along with peer editing and revision.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Monthly writing assessments

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

Utilizing the FCIM, the LLT will review students' monthly writing assessments to monitor progress and to adjust instruction as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Monthly Writing Prompts

## Plan to Monitor Effectiveness of G2.B1.S1

Utilizing the FCIM, the LLT will review students' monthly writing assessments to monitor progress and to adjust instruction as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Monthly

### Evidence of Completion

Monthly Writing Prompts

**G3.** Our Mathematics goal for the 2013-2014 school year is to increase student proficiency for all students by 5 percentage point to 75%.

**G3.B1** Performance data for the 2013 FCAT Mathematics for students in the total population, Hispanic, and economically disadvantaged subgroups indicates that there is a deficiency in Numbers: Base Ten and Fractions Reporting Category.

**G3.B1.S1** Utilize journaling and discussion activities to guide students to discover mathematical relationships and utilize appropriate vocabulary.

### Action Step 1

Students will utilize the iReady Math Program for 30 minutes outside of the mathematics instructional block.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

iReady Reports

### Facilitator:

Administration Math Liaison

### Participants:

Teachers

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

Utilizing the FCIM, the MTSS team will review students' math journals and chapter test results to monitor progress and to adjust instruction, as needed.

**Person or Persons Responsible**

MTSS

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Chapter Tests, Student Math journals, iReady Reports, District Interim Assessment

### **Plan to Monitor Effectiveness of G3.B1.S1**

Utilizing the FCIM, the MTSS team will review students' chapter test results to monitor progress and to adjust instruction, as needed.

**Person or Persons Responsible**

MTSS

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Chapter Tests, Student Math journals, iReady Reports, District Interim Assessment

**G3.B2** Performance data for students scoring at Achievement Level 3 on the 2013 FCAT Mathematics indicates that there is a deficiency in the Numbers: Base Ten and Fractions Reporting Category.

**G3.B2.S1** Utilize journaling and discussion activities to guide students to discover mathematical relationships and utilize appropriate vocabulary.

**Action Step 1**

Students will utilize the Houghton Mifflin Go Math Series to apply mathematical concepts and vocabulary in real-to-life situations.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Houghton Mifflin Go Math Chapter Test

**Facilitator:**

Administration Mathematics Liaison

**Participants:**

Teachers

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

Utilizing the FCIM, the MTSS will review students' math journals and chapter tests results to monitor progress and to adjust instruction as needed.

**Person or Persons Responsible**

MTSS

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Chapter Tests, Student Math Journals, iReady Reports, District Interim Assessment



### Plan to Monitor Effectiveness of G3.B2.S1

Utilizing the FCIM, the MTSS will review students' math journals and chapter tests results to monitor progress and to adjust instruction, as needed.

#### Person or Persons Responsible

MTSS

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Chapter Tests, Student Math Journals, iReady Reports, District Interim Assessment

**G3.B3** Performance data for students scoring at or above Achievement Level 4 on the 2013 FCAT Mathematics indicates that there is a deficiency in the Geometry and Measurement Reporting Category.

**G3.B3.S1** Utilize journaling and discussion activities to guide students to discover mathematical relationships and utilize appropriate vocabulary.

#### Action Step 1

Students will utilize the Houghton Mifflin Go Math Series to apply mathematical concepts and vocabulary to answer questions that include "why" and "how."

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Houghton Mifflin Go Math Chapter Tests

#### Facilitator:

Administration Mathematics Liaison

#### Participants:

Teachers

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

Utilizing the FCIM, the MTSS will review students' math journals and chapter tests to monitor progress and to adjust instruction, as needed.

#### **Person or Persons Responsible**

MTSS

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Chapter Tests, Student Math Journals, iReady Reports, District Interim Assessment

### **Plan to Monitor Effectiveness of G3.B3.S1**

Utilizing the FCIM, the MTSS will review students' math journals and chapter test results to monitor progress and to adjust instruction, as needed.

#### **Person or Persons Responsible**

MTSS

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Chapter Tests, Student Math Journals, iReady Reports, District Interim Assessment

**G3.B4** Performance data for students making learning gains on the 2013 FCAT Mathematics indicates that there is a deficiency in the Numbers: Base Ten and Fractions Reporting Category.

**G3.B4.S1** Utilize journaling and discussion activities to guide students to discover mathematical relationships and utilize appropriate vocabulary.

**Action Step 1**

In teacher-led center, students will receive differentiated instruction to address the identified deficiency.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Houghton Mifflin Go Math Chapter Tests

**Facilitator:**

Administration Mathematics Liaison

**Participants:**

Teachers

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

Utilizing the FCIM, the MTSS will review students' math journals and chapter tests to monitor progress and to adjust instruction, as needed.

**Person or Persons Responsible**

MTSS

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Chapter Tests, Student Math Journals, iReady Reports, District Interim Assessment

### Plan to Monitor Effectiveness of G3.B4.S1

Utilizing the FCIM, the MTSS will review students' math journals and chapter test results to monitor progress and to adjust instruction, as needed.

#### Person or Persons Responsible

MTSS

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Chapter Tests, Student Math Journals, iReady Reports, District Interim Assessment

**G3.B5** Performance data for students in lowest 25% making learning gains on the 2013 FCAT Mathematics indicates that there is a deficiency in Numbers: Base Ten and Fractions Reporting Category.

**G3.B5.S1** Utilize Reflex Math in the classroom as part of differentiated instruction.

#### Action Step 1

Utilize Reflex Math in the classroom as part of differentiated instruction.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

iReady Reports

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

Utilizing the FCIM, the MTSS will review students' math journals and chapter tests to monitor progress and to adjust instruction, as needed.

#### Person or Persons Responsible

MTSS

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Chapter Tests, Student Math Journals, iReady Reports, District Interim Assessment

### Plan to Monitor Effectiveness of G3.B5.S1

Utilizing the FCIM, the MTSS will review students' math journals and chapter tests to monitor progress and to adjust instruction, as needed.

#### Person or Persons Responsible

MTSS

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Chapter Tests, Student Math Journals, iReady Reports, District Interim Assessment

**G4.** Our Science goal for the 2013-2014 school year is to increase student proficiency for all students by 6 percentage points to 54%.

**G4.B1** As noted on the 2013 Science FCAT 2.0, students in Grade 5 who scored at Level 3 had the most difficulty with Physical Science.

**G4.B1.S1** Implement a routine of inquiry-based, hands-on activities relevant to Physical Science.

#### Action Step 1

Students will utilize the Science Lab to conduct experiments that promote inquiry-based, hands-on learning.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Science Journals/Logs

#### Facilitator:

Administration Science Liaison

#### Participants:

Teachers

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

Utilizing the FCIM, the MTSS will review students' Science Journals/Logs to monitor progress and to adjust instruction, as needed.

**Person or Persons Responsible**

MTSS

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Science Journals/Logs, District Interim Assessment

### **Plan to Monitor Effectiveness of G4.B1.S1**

Utilizing the FCIM, the MTSS will review students science journals/logs to monitor progress and to adjust instruction, as needed.

**Person or Persons Responsible**

MTSS

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Formative Assessment: Science Journals/Logs, District Interim Assessment

**G4.B2** As noted on the 2013 Science FCAT 2.0, students in Grade 5 who scored at Level 4 or above had the most difficulty with Physical Science.

**G4.B2.S1** Implement a routine of inquiry-based, hands-on activities relevant to Physical Science.

**Action Step 1**

Promote the use of Gizmos to enhance student conceptual understanding of topics being enhanced.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Teacher Lesson Plans, Gizmos Activity Log, District Interim Assessment

**Facilitator:**

Administration Science Liaison

**Participants:**

Teachers

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

Utilizing the FCIM, the MTSS will review Gizmos logs to monitor progress and to adjust instruction, as needed.

**Person or Persons Responsible**

MTSS

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Formative Assessments: Gizmos Logs, District Interim Assessment

### Plan to Monitor Effectiveness of G4.B2.S1

Utilizing the FCIM, the MTSS will review Gizmos logs to monitor progress and to adjust instruction, as needed.

**Person or Persons Responsible**

MTSS

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Formative Assessments: Gizmos Logs, District Interim Assessment

**G5.** Our STEM goal for the 2013-2014 school year is to increase the number of students participating in project based learning.

**G5.B1** A limited number of students have the opportunity to participate in project-based learning activities.

**G5.B1.S1** All students will participate in a schoolwide Science Fair.

**Action Step 1**

Students will utilize the scientific method when completing a project for the schoolwide science fair.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

October, 2013

**Evidence of Completion**

Student Projects

**Facilitator:**

Administration Science Liaison

**Participants:**

Teachers



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

Utilizing the FCIM, the MTSS will monitor student Science Fair projects and adjust instruction, as needed, to ensure that all students are familiar with the scientific method.

**Person or Persons Responsible**

MTSS

**Target Dates or Schedule**

October, 2013

**Evidence of Completion**

Science Fair Projects

### **Plan to Monitor Effectiveness of G5.B1.S1**

Utilizing the FCIM, the MTSS will monitor student Science Fair projects and adjust instruction, as needed, to ensure that all students are familiar with the scientific method.

**Person or Persons Responsible**

MTSS

**Target Dates or Schedule**

October, 2013

**Evidence of Completion**

Science Fair Projects

**G6.** Our Early Warning System goal for the 2013-2014 school year is to identify students early in order to provide appropriate strategies and interventions.

**G6.B1** Parents' misunderstanding of the importance of regular school attendance and District wide attendance policies and how it impacts instructional time.

**G6.B1.S1** Share information on the importance of regular school attendance.

**Action Step 1**

Information regarding the importance of regular school attendance will be shared at the kindergarten orientation meeting and the schoolwide Open House.

**Person or Persons Responsible**

Administration, School Counselor

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Daily Attendance Reports

**Action Step 2**

Attendance Review Committee meetings will be conducted for students missing 5 or more school days

**Person or Persons Responsible**

Administration, School Counselor, Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Daily Attendance Reports, ARC Meeting Schedules

### **Action Step 3**

The School Social Worker will be utilized to make home visits for those parents who are unable to attend meetings at the school.

#### **Person or Persons Responsible**

School Social Worker

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Home Visit Logs, Student Case Management

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

Review of daily attendance reports.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Daily Attendance Reports

### **Plan to Monitor Effectiveness of G6.B1.S1**

Review of daily attendance reports

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Daily Attendance Reports

**G6.B2** Students' inability to master basic reading skills prior to the onset of the third grade year.

**G6.B2.S1** Students will participate in a daily reading intervention program.

**Action Step 1**

Students will participate in reading intervention utilizing Reading WonderWorks for thirty minutes each day.

**Person or Persons Responsible**

Teachers, Interventionists

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Folders

**Facilitator:**

District Personnel

**Participants:**

Teachers, Interventionists

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

Classroom Walkthroughs

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Progress Monitoring Reports, Weekly Assessments

### Plan to Monitor Effectiveness of G6.B2.S1

Review of students' progress monitoring and weekly assessment results to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Progress Monitoring Reports, Weekly Assessments

**G6.B3** Parental and student misunderstanding of the policies set forth in the District's Code of Student Conduct impacts the number of behavior referrals.

**G6.B3.S1** The Code of Student Conduct will be reviewed with parents, students, and staff.

**Action Step 1**

Code of Student Conduct policies will be shared at the schoolwide Open House and in parent/teacher/administrator conferences.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

September 2014 Ongoing

**Evidence of Completion**

Open House Agenda, Parent Conference Logs

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

Review of signed Code of Student Conduct Acknowledgement forms and disciplinary referral reports

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Code of Student Conduct Acknowledgement Forms

## Plan to Monitor Effectiveness of G6.B3.S1

Review of signed Code of Student Conduct Acknowledgement forms and disciplinary referral reports

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

Code of Student Conduct Acknowledgement Forms

**G7.** Our Parent Involvement goal is that during the 2013-2014 school year, at least 131 (35%) of the students will be represented by at least one parent/family member at a School Volunteer Program Orientation Meeting.

**G7.B1** Parents have a limited understanding of the impact of ongoing parental involvement in their student's education.

**G7.B1.S1** Encourage parent participation in the meetings and the School Volunteer Program.

### Action Step 1

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

### Action Step 2

Utilizing Connect Ed, monthly calendars and the school website, parents will be encouraged to participate in informational meetings and the School Volunteer Program.

#### Person or Persons Responsible

Teachers Administration

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

MTSS/Rtl Team Logs, Meeting Sign-In Sheets, School Volunteer Program Log

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

Utilizing FCIM, the MTSS will monitor MTSS/RtI Team Logs, meeting sign-in sheets and the School Volunteer Program Sign-In Log for evidence of parent participation in school activities.

**Person or Persons Responsible**

MTSS

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

MTSS/RtI Team Logs, Meeting Sign-In Sheets, School Volunteer Program Sign-In Log

### **Plan to Monitor Effectiveness of G7.B1.S1**

Utilizing FCIM, the MTSS/RtI Team will monitor MTSS Logs, meeting sign-in sheets and the School Volunteer Program Sign-In Log for evidence of parent participation in school activities.

**Person or Persons Responsible**

MTSS

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

MTSS/RtI Team Logs, Meeting Sign-In Sheets and the School Volunteer Program Sign-In Log

## Coordination and Integration

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

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

#### Title I, Part A

At Ludlam Elementary, services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities, such as after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum liaisons develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive parental program and supplemental educational programs.

#### Title I, Part C- Migrant

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

#### Title I, Part D

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

#### Title II

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

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

#### Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide an after-school tutorial program.

#### Title X- Homeless

- Miami-Dade County Public Schools’ School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.



- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

## 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.** Our Reading goal for the 2013-2014 school year is to increase student proficiency for all students by 2 percentage points to 75%.

**G1.B1** Performance data for the 2013 FCAT Reading for students in the black and students with disabilities subgroups indicates that there is a deficiency in Reporting Category 2 [LA.3-5.1.7.3]; Students experience difficulties in determining the main idea or essential message in grade-level text [NGSSS]; inferring, paraphrasing, summarizing, and identifying relevant details. [Domain #1 - CCSS.ELA-Literacy.RI.5.1].

**G1.B1.S1** Utilize center rotations for guided practice during differentiated instruction.

### PD Opportunity 1

Students will utilize iReady during center rotations as guided practice in recognizing the main idea/ message.

#### Facilitator

District Personnel

#### Participants

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Monthly iReady reports

**G3.** Our Mathematics goal for the 2013-2014 school year is to increase student proficiency for all students by 5 percentage point to 75%.

**G3.B1** Performance data for the 2013 FCAT Mathematics for students in the total population, Hispanic, and economically disadvantaged subgroups indicates that there is a deficiency in Numbers: Base Ten and Fractions Reporting Category.

**G3.B1.S1** Utilize journaling and discussion activities to guide students to discover mathematical relationships and utilize appropriate vocabulary.

### **PD Opportunity 1**

Students will utilize the iReady Math Program for 30 minutes outside of the mathematics instructional block.

#### **Facilitator**

Administration Math Liaison

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

iReady Reports

**G3.B2** Performance data for students scoring at Achievement Level 3 on the 2013 FCAT Mathematics indicates that there is a deficiency in the Numbers: Base Ten and Fractions Reporting Category.

**G3.B2.S1** Utilize journaling and discussion activities to guide students to discover mathematical relationships and utilize appropriate vocabulary.

**PD Opportunity 1**

Students will utilize the Houghton Mifflin Go Math Series to apply mathematical concepts and vocabulary in real-to-life situations.

**Facilitator**

Administration Mathematics Liaison

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Houghton Mifflin Go Math Chapter Test

**G3.B3** Performance data for students scoring at or above Achievement Level 4 on the 2013 FCAT Mathematics indicates that there is a deficiency in the Geometry and Measurement Reporting Category.

**G3.B3.S1** Utilize journaling and discussion activities to guide students to discover mathematical relationships and utilize appropriate vocabulary.

**PD Opportunity 1**

Students will utilize the Houghton Mifflin Go Math Series to apply mathematical concepts and vocabulary to answer questions that include "why" and "how."

**Facilitator**

Administration Mathematics Liaison

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Houghton Mifflin Go Math Chapter Tests

**G3.B4** Performance data for students making learning gains on the 2013 FCAT Mathematics indicates that there is a deficiency in the Numbers: Base Ten and Fractions Reporting Category.

**G3.B4.S1** Utilize journaling and discussion activities to guide students to discover mathematical relationships and utilize appropriate vocabulary.

### **PD Opportunity 1**

In teacher-led center, students will receive differentiated instruction to address the identified deficiency.

#### **Facilitator**

Administration Mathematics Liaison

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Houghton Mifflin Go Math Chapter Tests

**G4.** Our Science goal for the 2013-2014 school year is to increase student proficiency for all students by 6 percentage points to 54%.

**G4.B1** As noted on the 2013 Science FCAT 2.0, students in Grade 5 who scored at Level 3 had the most difficulty with Physical Science.

**G4.B1.S1** Implement a routine of inquiry-based, hands-on activities relevant to Physical Science.

**PD Opportunity 1**

Students will utilize the Science Lab to conduct experiments that promote inquiry-based, hands-on learning.

**Facilitator**

Administration Science Liaison

**Participants**

Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Science Journals/Logs

**G4.B2** As noted on the 2013 Science FCAT 2.0, students in Grade 5 who scored at Level 4 or above had the most difficulty with Physical Science.

**G4.B2.S1** Implement a routine of inquiry-based, hands-on activities relevant to Physical Science.

**PD Opportunity 1**

Promote the use of Gizmos to enhance student conceptual understanding of topics being enhanced.

**Facilitator**

Administration Science Liaison

**Participants**

Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Teacher Lesson Plans, Gizmos Activity Log, District Interim Assessment

**G5.** Our STEM goal for the 2013-2014 school year is to increase the number of students participating in project based learning.

**G5.B1** A limited number of students have the opportunity to participate in project-based learning activities.

**G5.B1.S1** All students will participate in a schoolwide Science Fair.

**PD Opportunity 1**

Students will utilize the scientific method when completing a project for the schoolwide science fair.

**Facilitator**

Administration Science Liaison

**Participants**

Teachers

**Target Dates or Schedule**

October, 2013

**Evidence of Completion**

Student Projects

**G6.** Our Early Warning System goal for the 2013-2014 school year is to identify students early in order to provide appropriate strategies and interventions.

**G6.B2** Students' inability to master basic reading skills prior to the onset of the third grade year.

**G6.B2.S1** Students will participate in a daily reading intervention program.

**PD Opportunity 1**

Students will participate in reading intervention utilizing Reading WonderWorks for thirty minutes each day.

**Facilitator**

District Personnel

**Participants**

Teachers, Interventionists

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Folders

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G3.	Our Mathematics goal for the 2013-2014 school year is to increase student proficiency for all students by 5 percentage point to 75%.	\$1,895
Total		\$1,895

### Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Total
EESAC	\$1,895	\$1,895
Total	\$1,895	\$1,895

### Budget Details

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

**G3.** Our Mathematics goal for the 2013-2014 school year is to increase student proficiency for all students by 5 percentage point to 75%.

**G3.B5** Performance data for students in lowest 25% making learning gains on the 2013 FCAT Mathematics indicates that there is a deficiency in Numbers: Base Ten and Fractions Reporting Category.

**G3.B5.S1** Utilize Reflex Math in the classroom as part of differentiated instruction.

#### Action Step 1

Utilize Reflex Math in the classroom as part of differentiated instruction.

**Resource Type**

Technology

**Resource**

Reflex Math

**Funding Source**

EESAC

**Amount Needed**

\$1,895