2013-2014 SCHOOL IMPROVEMENT PLAN

Whispering Pines Elementary School

18929 SW 89TH RD
Miami, FL 33157
305-238-7382
http://wpines.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	62%

Alternative/ESE Center	Charter School	Minority Rate
No	No	75%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	B	A	A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Whispering Pines Elem. School

Principal

Tamela Brown L

School Advisory Council chair

Seth Patterson

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

Name	Title
Tamela Brown	Principal
Ruth Pando	Assistant Principal
Dawn Broughton	Teacher, Reading Liaison
Maria Lastre	Teacher, Mathematics Liaison
Linda Nunez	Teacher, Science Liaison
Michele Velez	Teacher, Special Education Chairperson

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

Principal -1, UTD steward – 1, teachers – 5, alternate teachers – 1, parents – 7, alternate parent – 1, educational support – 1, alternate educational support – 1, student – 1, alternate student – 1, BCR – 3

Involvement of the SAC in the development of the SIP

The SAC worked together to develop a list of strategies that should be considered for the school year. The SAC will then determine if the implementation of these strategies is evidenced in the SIP and in the student data. Changes and adjustments to these strategies will be made throughout the school year by the SAC, as needed.

Activities of the SAC for the upcoming school year

The SAC activities for the upcoming year will include developing and monitoring the implementation of the School Improvement Plan. In addition, to make decisions which affect instruction and delivery of programs; to work together with the faculty and staff to improve student achievement.

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

The projected use of the school improvement funds is to use the funds to pay for substitute coverage for the Reading Liaison, Mathematics Liaison, and Science Liaison to attend trainings in their respective areas and in turn train the teachers working within that curriculum.

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:

Tamela Brown L		
Principal	Years as Administrator: 10	Years at Current School: 5

Credentials	B.S. Degree in Elementary Education; M.S. Degree in Mathematics Education; M.S. Degree in Early Childhood Special Education; Ed.S Degree in Educational Leadership; ESOL endorsed
Performance Record	2013 – School Grade – B Rdg. Proficiency, 69% Math Proficiency, 54% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 58 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 51 points Rdg. AMO – No Math AMO– No 2012 – School Grade – A Rdg. Proficiency, 69% Math Proficiency, 61% Rdg. Lrg. Gains, 80 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 79 points Math Imp. of Lowest 25% - 76 points Rdg. AMO – No Math AMO– No ' '11 '10 '09 School Grade A A D High Standards Rdg. 86% 82% 40% High Standards Math 83% 82% 41% Lrng Gains-Rdg. 68% 74% 54% Lrng Gains-Math 67% 56% 62% Gains-Rdg-25% 56% 61% 71% Gains-Math-25% 59% 64% 64%

Ruth Pando		
Asst Principal	Years as Administrator: 5	Years at Current School: 7

Credentials	B.S. Degree in Elementary/Early Childhood Education, M.S. Degree in ESOL, ED. S Degree in Educational Leadership
Performance Record	2013 – School Grade – B Rdg. Proficiency, 69% Math Proficiency, 54% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 58 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 51 points Rdg. AMO – NO Math AMO– No 2012 – School Grade – A Rdg. Proficiency, 69% Math Proficiency, 61% Rdg. Lrg. Gains, 80 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 79 points Math Imp. of Lowest 25% - 76 points Rdg. AMO – No Math AMO– No '11 '10 '09 School Grade A A A High Standards Rdg. 86% 82% 82% High Standards Math 83% 82% 76% Lrng Gains-Rdg. 68% 74% 72% Lrng Gains-Math 67% 56% 72% Gains-Rdg-25% 56% 61% 64% Gains-Math-25% 59% 64% 64%

Classroom Teachers

# of classroom teachers
45

 # receiving effective rating or higher
45, 100%

 # Highly Qualified Teachers
80%

 # certified in-field
39, 87%

 # ESOL endorsed
30, 67%

 # reading endorsed
3, 7%

 # with advanced degrees
17, 38%

 # National Board Certified
3, 7%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
2, 4%

 # with 6-14 years of experience
29, 64%

 # with 15 or more years of experience
13, 29%

Education Paraprofessionals

# of paraprofessionals
3

 # Highly Qualified
3, 100%

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

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

The principal and assistant principal work with all teachers to provide support as needed. All teachers are provided with professional development activities to support their individual needs. Administration provides opportunities for team building and learning communities to support the growth of each individual teacher and program.

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

Teachers in years two and three will receive a buddy teacher. The buddy teacher will be their grade-level chair. The administrators will provide time for mentoring teams to meet, for the teacher to observe their mentors teaching techniques and time for the two to discuss improvements to classroom and instructional practices. The mentors are highly qualified, certified-in-field, effective

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 school-based MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals according to the SIP strategies, monitor academic and behavior data evaluating progress at least three times per year. The school-based MTSS Leadership Team will hold monthly team meetings, while addressing the strategies and goals on the SIP, to use the four step problem solving process to set goals, plan, and evaluate programs that focus on increasing student achievement or behavioral success. The MTSS Leadership Team works with other school teams by gathering ongoing progress monitoring (OPM) data by using the Tier 2 problem solving process after each OPM. In addition, the team maintains communication with staff for input and feedback, as well as updating them on procedures and progress. Finally, the MTSS Leadership Team works with other school teams by assisting them with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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

Dawn Brougton: 3rd grade Teacher & Reading Liaison. Ms. Broughton will work with teachers at all grade levels in order to ensure that implementation of the Reading curriculum and the Common Core standards. In addition, she will work with administration to monitor school wide Reading data and provide feedback regarding interventions as needed for the RTI program.
Maria Lastre: 4th/5th grade Mathematics Teacher & Mathematics Liaison. Ms. Lastre will work with teachers at all grade levels in order to ensure the implementation of the Mathematics curriculum and the Common Core standards. In addition, she will work with administration to monitor school wide mathematics data and provide feedback regarding interventions as needed for the RTI program.
Linda Nunez: 4th/5th grade Science Teacher & Science Liaison. Ms. Nunez will work with teachers at all grade levels in order to ensure the implementation of the Science curriculum and the Common Core standards. In addition, she will work with administration to monitor school wide science data.
Michele Velez: 4th grade Teacher & Special Education Chairperson. Ms. Velez will work with teachers at all grade levels in order to ensure that the individual needs of students in Special Education are being met in accordance with their Individual Education Plans. In addition, she will work with administration to monitor school wide data for all students and provide feedback regarding students in need of interventions as part of the RTI program.

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

The Tier 1 and Tier 2 worksheets document aimlines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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 includes:, Florida Assessment for Instruction in Reading (FAIR), STAR reports, Florida Comprehensive Assessment Test (FCAT), District Fall Interim Assessments for Reading, Mathematics, and Science Tests, and District Writing Pre-Test.
Midyear data includes: Florida Assessment for Instruction in Reading (FAIR), STAR reports, Mid-Year District Writing Test, and District Winter Interim Assessments for Reading, Mathematics, and Science.
End of Year data includes: FAIR, STAR, District Interim Assessments for Reading, Mathematics, and

Science, District Post Writing Test Results, and FCAT
Behavior: Student Case Management System, Suspensions/expulsions, Attendance

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

The contribution of the MTSS to student learning depends on the motivations and capacities of teachers, administrators, and the MTSS Leadership team working together as a well-functioning team. The Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training. In addition, staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures. A description of MTSS and MTSS parent resources will be available on the school's web site.

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: Extended Day for All Students

Minutes added to school year: 6,000

A variety of Community School classes are offered throughout the school year and are made available to students of all ages both before and after school. One of the featured classes is tutoring in math and reading. These classes provide support to the core academic subjects. Certified teachers work with students based on their instructional levels and individual needs. Enrichment classes such as photography, viola, dance and chorus contribute to a well rounded education.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Students participating in the academic enrichment courses for reading and mathematics will complete a pre and post test at the start and end of each tutoring cycle. These scores will be analyzed by administration and the teachers to determine academic growth and effectiveness of strategies.
Students participating in enrichment activities contributing to a well rounded education will prepare for a showcase that will display all that they learned throughout the school year. In some cases, as with photography, students will compile a portfolio in order to track their progress.

Who is responsible for monitoring implementation of this strategy?

The teachers hired to teach the courses along with school administration is responsible for analyzing the data.

Literacy Leadership Team (LLT)

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

Name	Title
Tamela Brown	Principal
Ruth Pando	Assistant Principal
Dawn Broughton	Reading Liaison
Brenda Hidalgo	Media Specialist
Star Melgar	Intermediate Representative

How the school-based LLT functions

The Literacy leadership Team (LLT) will meet once a month or on an as needed basis to provide literacy support system to build capacity, sustain rigor of the curriculum and common core standards, while focusing on improvement of student learning. The team will work collaboratively to investigate, seek solutions, and work closely with the MTSS/RtI team to provide professional developments based on the needs of the teachers.

Major initiatives of the LLT

The major initiatives of the Literacy Leadership Team during the 2013-2014 school year will be to foster reading knowledge within the school, implement reading strategies using the common core standards across all content areas, and create a positive atmosphere for literacy across all content areas.

Every Teacher Contributes to Reading Instruction

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

Each teacher will take part in a learning community in the school regardless of what subject area they are teaching. Grade levels will plan together for each subject and will ensure that all teachers including content area teachers receive common core training and use reading graphic organizers during their instruction. This will show the students the bridge between all subject areas.

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

Kindergarten readiness is an issue of importance to parents, students, and teachers in Florida. Whispering Pines offers the Voluntary Pre Kindergarten program to assist students with getting prepared for Kindergarten. In addition, Kindergarten students are assessed using the statewide kindergarten screening tool (FAIR) at the beginning of the school year to determine the readiness of each child coming into a kindergarten program. Kindergarten students participate in the Florida Kindergarten Readiness Screener (FLKRS), statewide kindergarten screening that is used to assess the readiness of each child for kindergarten, includes a subset of the Early Childhood Observation System (ECHOS) and the first two measures of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for kindergarten (Letter Naming Fluency and Initial Sound Fluency). Also, prior to the beginning of the school year, the kindergarten teachers conduct an open house to discuss the expectations of the students and the Kindergarten curriculum.

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	70%	69%	No	73%
American Indian				
Asian				
Black/African American	51%	50%	No	56%
Hispanic	68%	67%	No	71%
White	80%	79%	No	82%
English language learners	65%	50%	No	69%
Students with disabilities	37%	43%	Yes	43%
Economically disadvantaged	62%	61%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	99	29%	31%
Students scoring at or above Achievement Level 4	137	40%	41%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		69%	72%
Students in lowest 25% making learning gains (FCAT 2.0)		71%	74%

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)	22	48%	53%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	17	37%	43%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	17	37%	43%

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	66	57%	61%
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	70%	54%	No	73%
American Indian				
Asian				
Black/African American	53%	25%	No	57%
Hispanic	68%	54%	No	71%
White	80%	64%	No	82%
English language learners	52%	26%	No	57%
Students with disabilities	44%	30%	No	50%
Economically disadvantaged	60%	44%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	95	27%	30%
Students scoring at or above Achievement Level 4	87	25%	26%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		58%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		51%	56%

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	30	26%	29%
Students scoring at or above Achievement Level 4	32	28%	29%

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)	5		7
Participation in STEM-related experiences provided for students	12	27%	35%

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	57	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	11	2%	1%
Students who are not proficient in reading by third grade	40	34%	31%
Students who receive two or more behavior referrals	95	14%	13%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	11	2%	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

According to the PTA records and the volunteer sign-in logs, during the 2012-2013 school year parent participation in school wide activities was 48%. Our goal for the 2013- 2014 school year is to increase parent participation by ten percentage points to 54%.
Not all of the parents at Whispering Pines Elementary school are registered on our volunteer database.

• The secretary in the office will provide administration and the PTA with monthly reports on the number of parents registered.

Monitoring: The administration, secretary, and PTA board will monitor the number of parents registering to become school volunteers.

Evaluation Tool: The number of parents that sign-up for the classroom teacher's webpage.

There is a lack of effective parent communication from school to parents.

• The school will hire a professional website designer to launch a brand new website for the school.

Monitoring Tool: The administration and PTA board will monitor the website.

Evaluation Tool: 2013-2014 School Climate Survey

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Number of Parent Engagement Opportunities offered in the school year	15	48%	54%
Average number of parents in attendance at parent engagement opportunities	60	10%	15%
Percent of parents who particiapted in parent engagement opportunities	215	48%	54%
Percent of students in lowest performing quartile or subroups not meeting AMOs whose parent(s) participated in one or more parent engagement oppotunities	112	18%	20%

Goals Summary

G1. The number of students scoring at or above Level 3 on the 2014 administration of the Reading Florida Comprehensive Assessment Test (FCAT) will be at least 73 percent. This will represent a four percentage point increase from the 2013 FCAT administration.

G2. The number of students scoring at or above a 3.5 on the 2014 administration of the Writing Florida Comprehensive Assessment Test (FCAT) will be at least 61 percent. This will represent a four percentage point increase from the 2013 FCAT administration.

G3. The number of students scoring at or above Level 3 on the 2014 administration of the Mathematics Florida Comprehensive Assessment Test (FCAT) will be at least 73 percent. This will represent a 19 percentage point increase from the 2013 Mathematics FCAT ad

G4. The number of students scoring at or above Level 3 on the 2014 administration of the Science Florida Comprehensive Assessment Test (FCAT) will be at least 58 percent. This will represent a four percentage point increase from the 2013 FCAT administration.

G5. The percentage of students participating the STEM activities was 27% in the 2012-2013 school year. The targeted percentage of students participating in Project Based Learning in STEM is 35 percent during the 2013-2014 school year. This is an 8% increase.

G6. To reduce the number of students who are not reading on grade level by third grade to 31 percent, who are not available for instructional time to seven percent and who are referred for behavioral issues by one percent during the 2013-2014 school year.

Goals Detail

G1. The number of students scoring at or above Level 3 on the 2014 administration of the Reading Florida Comprehensive Assessment Test (FCAT) will be at least 73 percent. This will represent a four percentage point increase from the 2013 FCAT administration.

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

Resources Available to Support the Goal
- Professional Development English Language Arts Common Core

- Professional Development in Instructional Strategies

Targeted Barriers to Achieving the Goal
- The percentage of Black students scoring at 3 or above on the 2013 FCAT was 50%. The targeted percentage for the Black students scoring at 3 or above on the 2014 FCAT is 56%. The percentage of Hispanic students scoring at 3 or above on the 2013 FCAT was 67%. The targeted percentage for the Hispanic students scoring at 3 or above on the 2014 FCAT is 71%. The percentage of White students scoring at 3 or above on the 2013 FCAT was 79%. The targeted percentage for the White students scoring at 3 or above on the 2014 FCAT is 82%. Students in the Black, Hispanic, and White Subgroups' 2013 FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 2- Reading Application [LA.3-5.1.7.3]. The students had difficulties reading grade-level text and identifying chronological order events within a text [NGSSS].

- The percentage of ELL students scoring at 3 or above on the 2013 FCAT was 50%. The targeted percentage for the ELL students scoring at 3 or above on the 2014 FCAT is 69%. Students in the ELL subgroups' 2013 FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 2- Reading Application [LA.3-5.1.7.2]. The students had difficulties identifying the main idea and essential message in grade level text [NGSSS]. Inferring, summarizing, visualizing, and identifying relevant details. [RI.3.1 & RI.3.2]

- The percentage of SWD students scoring at 3 or above on the 2013 FCAT was 33%. The targeted percentage for the SWD students scoring at 3 or above on the 2014 FCAT is 43%. Students in the SWD subgroups' 2013 FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 2- Reading Application [LA.3-5.1.7.2]. The students had difficulties identifying the main idea and essential message in grade level text [NGSSS]. Inferring, summarizing, visualizing, and identifying relevant details. [CCSS.ELA.Literacy.R1.5.1]

- The percentage of students scoring at Level 3 on the 2013 FCAT was 29%. The targeted percentage for the students scoring at Level 3 on the 2014 FCAT is 32%. Students scoring at Level 3 performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2- Reading Application- [LA.3-5.1.7.4] Cause and Effect [NGSSS] Students experienced difficulty identifying causal relationships imbedded in text. [CCSS.ELA-Literacy-RI.3.3 & RI.3.8].

- The percentage of students scoring at levels 4-5 on the 2013 FCAT was 40%. The targeted percentage for the students scoring at Levels 4-5 on the 2014 FCAT is 41%. Students scoring at or above Achievement Level 4 performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 3- Literary Analysis: Fiction and Nonfiction- [LA.3-5.2.1.2] Character development; Character point of view; Plot development; Problem/Resolution; Setting [NGSSS] Students experienced difficulty identifying and interpreting elements of story structure within and across texts and communicating their own point of view of a text and of an author's point of view. [CCSS.ELA-Literacy-RL.3.3 & RL.3.6]

- The percentage of students making learning gains on the 2013 FCAT was 69%. The targeted percentage for students to make learning gains on the 2014 FCAT is 72%. Students'

performance data from the 2013 FCAT indicates that there is a deficiency in students making learning gains in Reporting Category 2- Reading Application- [LA.3-5.1.7.3] Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order [NGSSS]

- The percentage of students in the lowest 25 percentile making learning on the 2013 FCAT was 71%. The targeted percentage of students in the lowest 25 percentile needing to make learning gains on the 2014 FCAT is 74%. Students' performance data from the 2013 FCAT indicates that there is a deficiency in the students in the lowest 25% making learning gains in Reporting Category 2- Reading Application- [LA.3-5.1.7.3] Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order [NGSSS]

- The percentage of scoring proficiency on the CELLA testing in listening/speaking in 2013 was 48%. The percentage of students needing to score proficiency on the CELLA testing in listening/speaking in 2014 is 53%. Data shows there is a deficiency of students scoring proficiency on the on the Comprehensive English Language Learning Assessment (CELLA) in Listening and Speaking. 48% of students scored proficient in LISTENING/SPEAKING on the Comprehensive English Language Learning Assessment (CELLA).

- The percentage of scoring proficiency on the CELLA testing in Reading in 2013 was 37%. The percentage of students needing to score proficiency on the CELLA testing in Reading in 2014 is 43%. Data shows there is a deficiency of students scoring proficiency on the on the Comprehensive English Language Learning Assessment (CELLA) in Reading. 37% of students scored proficient in READING on the Comprehensive English Language Learning Assessment (CELLA).

- The percentage of scoring proficiency on the CELLA testing in Writing in 2013 was 37%. The percentage of students needing to score proficiency on the CELLA testing in Writing in 2014 is 43%. Data shows there is a deficiency of students scoring proficiency on the on the Comprehensive English Language Learning Assessment (CELLA) in Writing. 37% of students scored proficient in WRITING on the Comprehensive English Language Learning Assessment (CELLA).

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment data along with classroom monthly assessment data chats in order to monitor students' knowledge in the area of chronological order and will adjust instruction as needed. In addition, administration will use edusoft to track the progress of the student's to determine if they are improving in this area.

Person or Persons Responsible
Administration, MTSS/RtI, LLT

Target Dates or Schedule:
Monthly- Classroom data Quarterly- Interim Assessment data

Evidence of Completion:
Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports, SuccessMaker Reports Summative Assessment: 2014 FCAT 2.0

G2. The number of students scoring at or above a 3.5 on the 2014 administration of the Writing Florida Comprehensive Assessment Test (FCAT) will be at least 61 percent. This will represent a four percentage point increase from the 2013 FCAT administration.

Targets Supported

- Writing

Resources Available to Support the Goal

- Teachers will receive Professional Development on using the rubric to score writing prompts.
- Teachers will receive professional development on the new Writing Standards.

Targeted Barriers to Achieving the Goal

- Students scoring at 3.5-6 on the 2013 FCAT Writing Assessment was 57%. The targeted percentage for students scoring 3.5-6 on the 2014 FCAT Writing Assessment is 61%. Students' performance data from the 2013 FCAT Writing demonstrated that students had difficulty in narrative writing. Students experienced difficulty in writing narrative accounts with a creative interest by adding supporting details and had limited word choice used throughout the writing.

Plan to Monitor Progress Toward the Goal

Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/ RtI teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule:

monthly

Evidence of Completion:

Formative Assessments: Monthly writing prompts, District Interim Assessment Summative Assessment: 2014 FCAT 2.0

G3. The number of students scoring at or above Level 3 on the 2014 administration of the Mathematics Florida Comprehensive Assessment Test (FCAT) will be at least 73 percent. This will represent a 19 percentage point increase from the 2013 Mathematics FCAT ad

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

- Professional Development on the Mathematics Common Core Standards

Targeted Barriers to Achieving the Goal

- The percentage of Black students scoring at 3 or above on the 2013 FCAT was 25%. The targeted percentage for the Black students scoring at 3 or above on the 2014 FCAT is 57%. The percentage of Hispanic students scoring at 3 or above on the 2013 FCAT was 54%. The targeted percentage for the Hispanic students scoring at 3 or above on the 2014 FCAT is 71%. The percentage of White students scoring at 3 or above on the 2013 FCAT was 64%. The targeted percentage for the White students scoring at 3 or above on the 2014 FCAT is 82%. Students in the Black, Hispanic, and White subgroups did not make their 2012-2013 AMO on the 2013 FCAT 2.0. These students need more opportunities using hands-on manipulatives and defining and using the mathematical vocabulary for their specific grade levels.

- The percentage of ELL students scoring at 3 or above on the 2013 FCAT was 26%. The targeted percentage for the ELL students scoring at 3 or above on the 2014 FCAT is 57%. Students in the ELL subgroups' did not make their 2012-2013 AMO on the FCAT 2.0. ELL students need more opportunities to use mathematical vocabulary in real world situations and to apply their knowledge to solving world problems.

- The percentage of SWD students scoring at 3 or above on the 2013 FCAT was 30%. The targeted percentage for the SWD students scoring at 3 or above on the 2014 FCAT is 50%. The percentage of Economically Disadvantaged (ED) students scoring at 3 or above on the 2013 FCAT was 44%. The targeted percentage for the ED students scoring at 3 or above on the 2014 FCAT is 64%. The SWD and ED subgroups did not make their 2012-2013 AMO. SWD and ED students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

- The percentage of students scoring Level 3 on the 2013 FCAT 2.0 Assessment was 27%. The targeted percentage for students scoring at Level 3 on the 2014 FCAT 2.0 is 42%. Students performance data from the 2013 FACT 2.0, indicates that students scoring Level 3 in Grade 3 experienced difficulty in Reporting Category 1, Number: Operations, Problems, and Statistics. Students need increased opportunities to use mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs [CCSS.Math.Content.3.MD.B.3; CCSS.Math.Content.3.OA.D.9]

- The percentage of students scoring Level 3 on the 2013 FCAT 2.0 Assessment was 27%. The targeted percentage for students scoring at Level 3 on the 2014 FCAT 2.0 is 42%. According to the results of the 2013 FACT 2.0, students scoring at Level 3 in Grade 4 experienced difficulty in Reporting Category 1, Number: Operations and Problems. Students need increased opportunities to use mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs [CCSS.Math.Content.4.OA.C.5; CCSS.Math.Content.4.MD.B.4].

- The percentage of students scoring Level 3 on the 2013 FCAT 2.0 Assessment was 27%. The targeted percentage for students scoring at Level 3 on the 2014 FCAT 2.0 is 42%. According to the results of the 2013 FACT 2.0, students scoring at level 3 in Grade 5 experienced difficulty in

Reporting Category 1, Number: Base Ten and Fractions. Students need increased opportunities to identify, compare and order fractions in real world contexts [CCSS.Math.Content.3.NF.A.3d]

- The percentage of students scoring Level 4-5 on the 2013 FCAT 2.0 Assessment was 25%. The targeted percentage for students scoring at Level 3 on the 2014 FCAT 2.0 is 31%. According to the results of the 2013 FACT 2.0, students scoring at Level 4 or above in Grade 3 experienced difficulty in Reporting Category 2, Number: Fractions. [MA.3.A.2.1; MA.3.A.2.3; MA.3.A.2.4] Students need increased opportunities to explore and use manipulatives/models [NGSSS]. Students need to be able to Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. [CCSS.Math.Content.3.NF.A.3c]

- The percentage of students scoring Level 4-5 on the 2013 FCAT 2.0 Assessment was 25%. The targeted percentage for students scoring at Level 3 on the 2014 FCAT 2.0 is 31%. According to the results of the 2013 FACT 2.0, students scoring at Level 4 or above in Grade 4 experienced difficulty in Reporting Category 3, Geometry and Measurement [MA.4.G.3.2]; . Students need increased opportunities to describe three-dimensional shapes and analyze their properties [NGSSS] Students need increased opportunities to classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size [CCSS.Math.Content.4.G.A.2]

- The percentage of students scoring Level 4-5 on the 2013 FCAT 2.0 Assessment was 25%. The targeted percentage for students scoring at Level 3 on the 2014 FCAT 2.0 is 31%. According to the results of the 2013 FACT 2.0, students scoring at Level 4 or above in Grade 5 experienced difficulty in Reporting Category 3, Geometry and Measurement [MA.5.G.3.2]; . Students need increased opportunities to describe and to be able to explain attributes of three-dimensional shapes and analyze their properties, including volume and surface area [NGSSS and CCSS.Math.Content.5.G.B.3].

- The percentage of students making learning gains on the 2013 FCAT 2.0 Assessment was 58%. The targeted percentage for students needing to make learning gains on the 2014 FCAT 2.0 Assessment is 62%. Students' performance data from the 2013 FACT 2.0, indicates that the students making learning gains experienced difficulty in Reporting Category 1, Number: Operations, Problems, and Statistics. Students need increased opportunities to use mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs [CCSS.Math.Content.3.MD.B.3; CCSS.Math.Content.3.OA.D.9]

- The percentage of students in the lowest 25 percentile making learning gains on the 2013 FCAT 2.0 was 51%. The targeted percentage for students in the lowest 25 percentile needing to make learning gains on the 2014 FCAT 2.0 Assessment is 56%. Students' performance data from the 2013 FACT 2.0, indicates that the students in the lowest 25% making learning gains experienced difficulty in Reporting Category 1, Number: Operations, Problems, and Statistics. Students need increased opportunities to use mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs [CCSS.Math.Content.3.MD.B.3; CCSS.Math.Content.3.OA.D.9]

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule:

quarterly

Evidence of Completion:

Formative Assessments: GIZMO monthly reports, monthly SuccessMaker reports, and Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G4. The number of students scoring at or above Level 3 on the 2014 administration of the Science Florida Comprehensive Assessment Test (FCAT) will be at least 58 percent. This will represent a four percentage point increase from the 2013 FCAT administration.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Professional Development on the new Science standards.

- Science Supplies needed for labs

Targeted Barriers to Achieving the Goal

- The percentage of students scoring a Level 3 on the 2013 Science FCAT Assessment was 26%. The targeted percentage of students needing to score Level 3 on the 2014 Science FCAT is 29%. According to the results of the 2013 Science FACT 2.0, students scoring at Level 3 experienced difficulties in Reporting Category 3, Physical Science.[SC.5.P.10.2; SC.5.P.13.1; SC.P.10.4; SC.5.P.13.2]. Students need increased opportunities to be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.[NGSSS]

- The percentage of students scoring a Level 3 on the 2013 Science FCAT Assessment was 26%. The targeted percentage of students needing to score Level 3 on the 2014 Science FCAT is 29%. According to the results of the 2013 Science FACT 2.0, students scoring at Level 3 experienced difficulties in Reporting Category 4, Life Science [SC.4.L.16.4; SC.5.L.14.2]. Students need increased opportunities to be able to identify the functions of human body organs, compare life cycles of Florida plants and animals, identify adaptations in animals and plants that allow them to survive, and trace energy through a food chain [NGSSS].

- The percentage of students scoring a Levels 4-5 on the 2013 Science FCAT Assessment was 28%. The targeted percentage of students needing to score Levels 4-5 on the 2014 Science FCAT is 29%. According to the results of the 2013 Science FACT 2.0, students scoring at or above Achievement Level 4 experienced difficulties in Reporting Category 2, Earth and Space Science [SC.4.E.5.4; SC.4.E.6.2; SC.4.E.6.4]. Students need increased opportunities to be able to distinguish among objects in the Solar System, identify categories of rocks and characteristics of minerals, differentiate physical weathering and erosion, identify characteristics associated with different climate zones, and identify factors that affect weather [NGSSS].

Plan to Monitor Progress Toward the Goal

Administration will have quarterly data chats with teachers to review Interim Assessment Data. The Science Liaison along with the department chairperson will monitor data from the instructional technology resources in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible
Administration and teachers

Target Dates or Schedule:
quarterly

Evidence of Completion:
Formative Assessments: Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G5. The percentage of students participating the STEM activities was 27% in the 2012-2013 school year. The targeted percentage of students participating in Project Based Learning in STEM is 35 percent during the 2013-2014 school year. This is an 8% increase.

Targets Supported
- STEM - All Levels

Resources Available to Support the Goal
- Personnel to assist transporting science fair projects to the Dade County Youth Fair Exhibition Hall.

Targeted Barriers to Achieving the Goal
- In order to engage students in the scientific problem solving process, the number of students participating in Project Based Learning in STEM needs to be increased. There has been a small percentage of students, 7% of students, participating in The District Science Fair and the Environmental Educational Science programs.

Plan to Monitor Progress Toward the Goal

Administrators and Science Liaison will monitor over The STEM activities of the students and teachers and will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible
Administrators, Science liaison and Teachers

Target Dates or Schedule:
ongoing

Evidence of Completion:
Formative: District Interim Assessment data. Summative: 2014 FCAT 2.0

G6. To reduce the number of students who are not reading on grade level by third grade to 31 percent, who are not available for instructional time to seven percent and who are referred for behavioral issues by one percent during the 2013-2014 school year.

Targets Supported
- EWS - Elementary School

Resources Available to Support the Goal
-

Targeted Barriers to Achieving the Goal
- Attendance data from the 2012-2013 school year indicates that 8% of the students missed 10% or more of available instructional time throughout the school year. The 2014 target is that only 7% of the students will miss 10% or more of available instructional time throughout the 2013-2014 school year. Students need to attend school regularly to succeed, being in school on a regular and consistent basis leads to succeeding in school. In monitoring the Early Warning Systems, the attendance committee and MTSS/RtI team will work on decreasing the number of students who missed 10% or more on in-school instructional learning time.

- Data from the 2012-2013 school year indicated that 34% of students were not proficient in reading by third grade. The 2014 target is to decrease that percentage so that only 31% of students are not proficient by third grade. Students need strong reading skills in order to learn and be successful in all school subjects, such as science, social science, writing, reading, and even math. In monitoring the Early Warning Systems, the MTSS/RtI team and LLT team will monitor the retained 3rd grade students and other students that are not proficient readers by third grade. They work to decrease the number of retained 3rd grade students by 10 percent.

- SCAM reports from the 2012-2013 school year indicates that 14% of students received two or more behavioral referrals during the school year. The 2014 target is to decrease the percentage of students receiving tow or more behavioral referrals to 13% during the 2013-2014 school year. In monitoring the Early Warning Systems, the MTSS/RtI team and guidance counselor will monitor the students who receive two or more behavioral referrals and who receive one or more behavior referrals that lead to suspension. They will work to decrease the number of students receiving two or more behavioral referrals by 3% and decrease the number of students receiving one or more behavioral referrals that lead to suspension by 1%.

Plan to Monitor Progress Toward the Goal

The school administration and the school counselor will work together to monitor monthly reports regarding student attendance. The team will meet with parents and students to provide assistance as needed as it relates to attendance.

Person or Persons Responsible
Administrator and school counselor

Target Dates or Schedule:
monthly

Evidence of Completion:
Student attendance reports

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. The number of students scoring at or above Level 3 on the 2014 administration of the Reading Florida Comprehensive Assessment Test (FCAT) will be at least 73 percent. This will represent a four percentage point increase from the 2013 FCAT administration.

G1.B1 The percentage of Black students scoring at 3 or above on the 2013 FCAT was 50%. The targeted percentage for the Black students scoring at 3 or above on the 2014 FCAT is 56%. The percentage of Hispanic students scoring at 3 or above on the 2013 FCAT was 67%. The targeted percentage for the Hispanic students scoring at 3 or above on the 2014 FCAT is 71%. The percentage of White students scoring at 3 or above on the 2013 FCAT was 79%. The targeted percentage for the White students scoring at 3 or above on the 2014 FCAT is 82%. Students in the Black, Hispanic, and White Subgroups' 2013 FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 2- Reading Application [LA.3-5.1.7.3]. The students had difficulties reading grade-level text and identifying chronological order events within a text [NGSSS].

G1.B1.S1 Provide teachers with professional development in the use of data when making instructional decisions.

Action Step 1

Teachers will assign the students work on SuccessMaker based on standards that they are having difficulties with.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

SuccessMaker reports

Facilitator:

Webcast on SuccessMaker

Participants:

Teachers

Action Step 2

Teachers will attend professional development opportunities that incorporate using the English Language Arts common core standards and the NGSSS standards to improve the academic achievement in all students.

Person or Persons Responsible

Reading Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

PD Completion and training of staff members.

Facilitator:

Participants:

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

Utilizing the FCIM, administration will have monthly data chats with teachers to review classroom assessment data in order to monitor students' knowledge in the area of chronological order and will adjust instruction as needed. Also, administration will have quarterly data chats with teachers to review Interim Assessment data. In addition, administration will use edusoft to track the progress of the Black, Hispanic, and White subgroup student's to determine if they are improving in this area.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

Monthly - Classroom data Quarterly - Interim Assessment data

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment data. Also, administration will have monthly data chats to review classroom assessment data in order to monitor students' knowledge in the area of chronological order and will adjust instruction as needed. In addition, administration will use edusoft to track the progress of the Black, Hispanic, and White subgroup student's to determine if they are improving in this area.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

Monthly - Classroom Data Quarterly - Interim Assessment Data

Evidence of Completion

Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports, SuccessMaker Reports Summative Assessment: 2014 FCAT 2.0

G1.B2 The percentage of ELL students scoring at 3 or above on the 2013 FCAT was 50%. The targeted percentage for the ELL students scoring at 3 or above on the 2014 FCAT is 69%. Students in the ELL subgroups' 2013 FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 2- Reading Application [LA.3-5.1.7.2]. The students had difficulties identifying the main idea and essential message in grade level text [NGSSS]. Inferring, summarizing, visualizing, and identifying relevant details. [RI.3.1 & RI.3.2]

G1.B2.S1 Provide students with opportunities to use ESOL strategies to strengthen their knowledge of understanding the main idea of a grade-level text.

Action Step 1

Using ESOL strategies, ELL students will have stories read aloud to them and they will use the visualizing strategy to grasp the understanding of the text. They will be able to illustrate pictures of what they were visualizing as the story was being read to them.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and classroom assessments

Action Step 2

Students should practice using think aloud to infer, summarize, and identify main ideas on grade-level text. Teachers should model the think aloud strategy prior to allowing them to do it independently.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and classroom assessments

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the areas of main idea and essential message, inferring, summarizing, visualizing, and identifying relevant details and will adjust instruction as needed.

Person or Persons Responsible

Administration, MTSS/RtI

Target Dates or Schedule

Monthly for classroom data Quarterly for Interim Assessment Data

Evidence of Completion

Classroom Assessments and Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the areas of main idea and essential message, inferring, summarizing, visualizing, and identifying relevant details and will adjust instruction as needed.

Person or Persons Responsible

Administration, MTSS/RtI

Target Dates or Schedule

Monthly for classroom assessments Quarterly for Interim Assessments

Evidence of Completion

Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports, SuccessMaker Reports Summative Assessment: 2014 FCAT 2.0

G1.B3 The percentage of SWD students scoring at 3 or above on the 2013 FCAT was 33%. The targeted percentage for the SWD students scoring at 3 or above on the 2014 FCAT is 43%. Students in the SWD subgroups' 2013 FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 2-Reading Application [LA.3-5.1.7.2]. The students had difficulties identifying the main idea and essential message in grade level text [NGSSS]. Inferring, summarizing, visualizing, and identifying relevant details. [CCSS.ELA.Literacy.R1.5.1]

G1.B3.S1 Provide students with opportunities to use ask and answer such questions as who, what, where, when why, and how to demonstrate understanding of key details/information and events in literature and informational text during classroom instruction and during differentiated instructional time.

Action Step 1

Teachers will assign the students work on Success maker based on standards that they are having difficulties with.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

SuccessMaker reports

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the areas of main idea and essential message, inferring, summarizing, visualizing, and identifying relevant details and will adjust instruction as needed.

Person or Persons Responsible

Administration, MTSS/RtI

Target Dates or Schedule

Monthly for classroom data and SuccessMaker data Quarterly for Interim Assessment Data

Evidence of Completion

Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G1.B3.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the areas of main idea and essential message, inferring, summarizing, visualizing, and identifying relevant details and will adjust instruction as needed.

Person or Persons Responsible

Administration, MTSS/RtI

Target Dates or Schedule

Monthly for classroom data Quarterly for Interim Assessment data

Evidence of Completion

Classroom Assessments, Interim Assessments

G1.B4 The percentage of students scoring at Level 3 on the 2013 FCAT was 29%. The targeted percentage for the students scoring at Level 3 on the 2014 FCAT is 32%. Students scoring at Level 3 performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2- Reading Application-[LA.3-5.1.7.4] Cause and Effect [NGSSS] Students experienced difficulty identifying causal relationships imbedded in text. [CCSS.ELA-Literacy- RI.3.3 & RI.3.8].

G1.B4.S1 Students will have opportunities to describe the logical connection of cause and effect relationships between particular sentences and paragraphs in a text.[CCSS.ELA. Literacy.RI.3.1 & RI.3.2]

Action Step 1

Students should practice using visual aids and graphic organizers (cause and effect chart, common core teacher's toolkit) to comprehend grade-level text.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Student work, benchmark assessments

Action Step 2

Instruction will include teachers increasing stress on expository text to identify cause and effect relationships. Students should practice locating key words in a text that identifies when ideas in a story are identifying cause and effect relationships.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Student work, benchmark assessments

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the area of Cause and Effect and to adjust instruction as needed.

Person or Persons Responsible

Administration, LLT, MTSS/RtI

Target Dates or Schedule

Monthly for classroom data Quarterly for Interim Assessment data

Evidence of Completion

Classroom Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B4.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the area of Cause and Effect and to adjust instruction as needed.

Person or Persons Responsible

Administration, MTSS/RtI, LLT

Target Dates or Schedule

Monthly for classroom Assessments Quarterly for Interim Assessments

Evidence of Completion

Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports, SuccessMaker Reports Summative Assessment: 2014 FCAT 2.0

G1.B5 The percentage of students scoring at levels 4-5 on the 2013 FCAT was 40%. The targeted percentage for the students scoring at Levels 4-5 on the 2014 FCAT is 41%. Students scoring at or above Achievement Level 4 performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 3- Literary Analysis: Fiction and Nonfiction- [LA.3-5.2.1.2] Character development; Character point of view; Plot development; Problem/Resolution; Setting [NGSSS] Students experienced difficulty identifying and interpreting elements of story structure within and across texts and communicating their own point of view of a text and of an author's point of view. [CCSS.ELA-Literacy-RL.3.3 & RL.3.6]

G1.B5.S1 Provide students with opportunities to identify and interpret elements of story structure within and across texts and communicating their own point of view of a text and of an author's point of view. [CCSS.ELA-Literacy-RL.3.3 & RL.3.6]

Action Step 1

Instruction should include teachers modeling to students the practice of returning to the text to use evidence to support and verify their answers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom Assessments, Benchmark Assessments

Action Step 2

Instruction should include the use of story maps to teach students to work with story structure for better comprehension so they can learn to summarize the main ideas, characters, setting, and plot of an assigned reading.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom Assessments, Benchmark Assessments

Action Step 3

Students should be provided opportunities to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments, Benchmark Assessments

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the areas of Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, and Chronological Order and to adjust instruction as needed.

Person or Persons Responsible

Administration, MTSS/RtI, LLT

Target Dates or Schedule

Monthly for classroom data Quarterly for Interim Assessment

Evidence of Completion

Classroom Assessments and Interim Assessments

Plan to Monitor Effectiveness of G1.B5.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the areas of Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, and Chronological Order and to adjust instruction as needed.

Person or Persons Responsible

Administration, MTSS/RtI, LLT

Target Dates or Schedule

Monthly for classroom data Quarterly for Interim Assessment data

Evidence of Completion

Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports, SuccessMaker Reports Summative Assessment: 2014 FCAT 2.0

G1.B6 The percentage of students making learning gains on the 2013 FCAT was 69%. The targeted percentage for students to make learning gains on the 2014 FCAT is 72%. Students' performance data from the 2013 FCAT indicates that there is a deficiency in students making learning gains in Reporting Category 2- Reading Application- [LA.3-5.1.7.3] Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order [NGSSS]

G1.B6.S1 Provide students with opportunities to read and comprehend literature and informational text at the high end of their grade level text complexity band independently and proficiently to support their ideas and answers.

Action Step 1

Students will utilize instructional graphic organizers such as main idea tables to identify the main idea and supporting details of a text.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples, Classroom assessments

Action Step 2

Students will utilize instructional graphic organizers such as time lines to identify order in which events happen.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples and Classroom assessments

Action Step 3

Teachers should emphasis instruction that helps build understanding of identifying sequence of events in texts while putting increase stress on expository text.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples and Classroom assessments

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the areas of Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, and Chronological Order and to adjust instruction as needed.

Person or Persons Responsible

Administration, MTSS/RtI, LLT

Target Dates or Schedule

Monthly for classroom Assessments Quarterly for Interim Assessments

Evidence of Completion

Classroom Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B6.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the areas of Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, and Chronological Order and to adjust instruction as needed.

Person or Persons Responsible

Administration, MTSS/RtI, LLT

Target Dates or Schedule

Monthly for classroom data Quarterly for Interim Assessment data

Evidence of Completion

Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports, SuccessMaker Reports Summative Assessment: 2014 FCAT 2.0

G1.B7 The percentage of students in the lowest 25 percentile making learning on the 2013 FCAT was 71%. The targeted percentage of students in the lowest 25 percentile needing to make learning gains on the 2014 FCAT is 74%. Students' performance data from the 2013 FCAT indicates that there is a deficiency in the students in the lowest 25% making learning gains in Reporting Category 2- Reading Application- [LA.3-5.1.7.3] Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order [NGSSS]

G1.B7.S1 provide students with consistent implementation of differentiated instruction based on student data.

Action Step 1

Teachers will Implement and monitor the use of WonderWorks, the Reading Intervention program.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

WonderWork data reports

Action Step 2

Students will utilize FCAT Explorer, Success Maker, and Reading Plus for remediation.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

SuccessMaker reports, FCAT Explorer reports, and Reading Plus Reports

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the areas of Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, and Chronological Order and to adjust instruction as needed.In addition, review reports from SuccessMaker, Reading Plus, and FCAT Explorer to make instructional decisions.

Person or Persons Responsible

Administration, MTSS/RtI, LLT

Target Dates or Schedule

Monthly for classroom data

Evidence of Completion

Classroom Assessments and Interim Assessments

Plan to Monitor Effectiveness of G1.B7.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the areas of Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, and Chronological Order and to adjust instruction as needed.In addition, review reports from SuccessMaker, Reading Plus, and FCAT Explorer to make instructional decisions.

Person or Persons Responsible

Administration, MTSS/RtI, LLT

Target Dates or Schedule

Monthly for classroom data Quarterly for Interim Assessment data

Evidence of Completion

Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports, SuccessMaker Reports Summative Assessment: 2014 FCAT 2.0

G1.B8 The percentage of scoring proficiency on the CELLA testing in listening/speaking in 2013 was 48%. The percentage of students needing to score proficiency on the CELLA testing in listening/speaking in 2014 is 53%. Data shows there is a deficiency of students scoring proficiency on the on the Comprehensive English Language Learning Assessment (CELLA) in Listening and Speaking. 48% of students scored proficient in LISTENING/SPEAKING on the Comprehensive English Language Learning Assessment (CELLA).

G1.B8.S1 Provide students with additional opportunities to speak in English and understand spoken English in the classroom and outside of the classroom setting

Action Step 1

During instruction, students will be provided with opportunities to listen to the teacher modeling how to read fluently, participate in read-alouds, and participate in choral reading.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Oral reading presentations using rubrics

Action Step 2

Teachers will instruct the students through using Total Physical Response (TPR) so students can link to physical actions to reinforce comprehension.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher observations

Action Step 3

Teacher will use repetition in the classroom and repeat directions so that second-language learners have more time for processing and an opportunity to confirm or correct perception.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher observations

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

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction.

Person or Persons Responsible

LLT, MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Students quarterly writing activities, student response journals, and rubrics utilized during instruction.

Plan to Monitor Effectiveness of G1.B8.S1

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction.

Person or Persons Responsible

LLT, MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments –Students quarterly writing activities, student response journals, and rubrics utilized during instruction. Summative Assessment – Results of the 2014 CELLA

G1.B9 The percentage of scoring proficiency on the CELLA testing in Reading in 2013 was 37%. The percentage of students needing to score proficiency on the CELLA testing in Reading in 2014 is 43%. Data shows there is a deficiency of students scoring proficiency on the on the Comprehensive English Language Learning Assessment (CELLA) in Reading. 37% of students scored proficient in READING on the Comprehensive English Language Learning Assessment (CELLA).

G1.B9.S1 Students will be provided with additional opportunities to read in English.

Action Step 1

During instruction, teachers will use Question-Answer-Relationship (QAR) with students to teach them how to ask questions about their reading and help them find answers in a text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples, Classroom Assessments

Action Step 2

Teachers will use K-W-L charts to activating Prior Knowledge of the students to help The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples, Classroom Assessments

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

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction.

Person or Persons Responsible

MTSS/RtI, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Observations, rubrics, Assessments

Plan to Monitor Effectiveness of G1.B9.S1

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction.

Person or Persons Responsible

MTSS/RtI, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments –Students quarterly writing activities, student response journals, and rubrics utilized during instruction. Summative Assessment – Results of the 2014 CELLA them make connections to the new information they will be learning.

G1.B10 The percentage of scoring proficiency on the CELLA testing in Writing in 2013 was 37%. The percentage of students needing to score proficiency on the CELLA testing in Writing in 2014 is 43%. Data shows there is a deficiency of students scoring proficiency on the on the Comprehensive English Language Learning Assessment (CELLA) in Writing. 37% of students scored proficient in WRITING on the Comprehensive English Language Learning Assessment (CELLA).

G1.B10.S1 Students will be provided with additional opportunities to practice academic and process writing.

Action Step 1

Students will be able to use reading response journals to record their feelings, responses, and reactions to reading texts. This will encourage them to think deeply about the texts they have read and to relate this information to their prior knowledge and experiences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples, writing rubrics

Action Step 2

Students will participate in the school-wide monthly writing activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work samples, writing rubrics

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

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction.

Person or Persons Responsible

MTSS/RtI, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Writing samples with rubrics

Plan to Monitor Effectiveness of G1.B10.S1

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction.

Person or Persons Responsible

MTSS/RtI, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments –Students quarterly writing activities, student response journals, and rubrics utilized during instruction. Summative Assessment – Results of the 2014 CELLA

G2. The number of students scoring at or above a 3.5 on the 2014 administration of the Writing Florida Comprehensive Assessment Test (FCAT) will be at least 61 percent. This will represent a four percentage point increase from the 2013 FCAT administration.

G2.B1 Students scoring at 3.5-6 on the 2013 FCAT Writing Assessment was 57%. The targeted percentage for students scoring 3.5-6 on the 2014 FCAT Writing Assessment is 61%. Students' performance data from the 2013 FCAT Writing demonstrated that students had difficulty in narrative writing. Students experienced difficulty in writing narrative accounts with a creative interest by adding supporting details and had limited word choice used throughout the writing.

G2.B1.S1 Provide students with opportunities to write narrative accounts with a creative interest by adding supporting details and adding word choice used throughout the writing.

Action Step 1

During writing instruction, students will develop a prewriting plan that includes: main idea, supporting details, descriptive details, characters, the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce creative interest in supporting details and word choice as evidenced in monthly narrative writing prompts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student Writing samples

Action Step 2

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

Student work samples

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

Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/ RtI teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

Administration, LLT and the MTSS/ RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Student Writing Samples

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/ RtI teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

LLT, MTSS/RtI, Adminsitration

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly writing prompts, District Interim Assessment Summative Assessment: 2014 FCAT 2.0

G3. The number of students scoring at or above Level 3 on the 2014 administration of the Mathematics Florida Comprehensive Assessment Test (FCAT) will be at least 73 percent. This will represent a 19 percentage point increase from the 2013 Mathematics FCAT ad

G3.B1 The percentage of Black students scoring at 3 or above on the 2013 FCAT was 25%. The targeted percentage for the Black students scoring at 3 or above on the 2014 FCAT is 57%. The percentage of Hispanic students scoring at 3 or above on the 2013 FCAT was 54%. The targeted percentage for the Hispanic students scoring at 3 or above on the 2014 FCAT is 71%. The percentage of White students scoring at 3 or above on the 2013 FCAT was 64%. The targeted percentage for the White students scoring at 3 or above on the 2014 FCAT is 82%. Students in the Black, Hispanic, and White subgroups did not make their 2012-2013 AMO on the 2013 FCAT 2.0. These students need more opportunities using hands-on manipulatives and defining and using the mathematical vocabulary for their specific grade levels.

G3.B1.S1 These students will be provided with more opportunities to use hands-on manipulatives to apply math concepts o real life situations.

Action Step 1

Engage students in hands-on activities to introduce and review the concept Of mathematical standards.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Work samples, Classroom Assessments, Interim Assessments

Action Step 2

Utilize Gizmo math and Success Maker Math to improve basic math facts

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Work Samples, Gizmo reports, Successmaker reports, Classroom assessments, Interim Assessments

Action Step 3

The Mathematics Liaison will provide Mathematics teachers Professional Development on incorporating Common Core Standards and NGSSS when teaching mathematics to improve academic success in all students.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Sign-in sheets

Facilitator:

Mathematics Liaison

Participants:

Mathematics Teachers

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G3.B1.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: GIZMO monthly reports, monthly SuccessMaker reports, and Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B1.S2 These students will define and use the mathematical vocabulary for their specific grade levels.

Action Step 1

Students will use mathematical journals to write down mathematics vocabulary.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student journals

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G3.B1.S2

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: GIZMO monthly reports, monthly SuccessMaker reports, and Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B1.S3 Teachers will make instructional decisions based on student data.

Action Step 1

The Mathematics Liaison will attend professional development and in turn will provide training to teachers.

Person or Persons Responsible

Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Completion of Professional Development and teacher training.

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Teachers will make instructional decisions based on data.

Person or Persons Responsible

Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Student progress on data reports.

Plan to Monitor Effectiveness of G3.B1.S3

Teachers will data driven instructional decisions.

Person or Persons Responsible

Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Student progress on assessments.

G3.B2 The percentage of ELL students scoring at 3 or above on the 2013 FCAT was 26%. The targeted percentage for the ELL students scoring at 3 or above on the 2014 FCAT is 57%. Students in the ELL subgroups' did not make their 2012-2013 AMO on the FCAT 2.0. ELL students need more opportunities to use mathematical vocabulary in real world situations and to apply their knowledge to solving world problems.

G3.B2.S1 The ELL subgroup will be provided with more opportunities to work on mathematical vocabulary during classroom instruction and for home learning.

Action Step 1

Identify students in the ELL subgroup and allow them to use a journal during classroom instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Observation of journals, Classroom assessments

Action Step 2

Have students explain vocabulary words in their journals using their own words and allow them to explain step-by-step how they derived their answer.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Observation of classroom journals, Classroom assessments

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G3.B2.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B3 The percentage of SWD students scoring at 3 or above on the 2013 FCAT was 30%. The targeted percentage for the SWD students scoring at 3 or above on the 2014 FCAT is 50%. The percentage of Economically Disadvantaged (ED) students scoring at 3 or above on the 2013 FCAT was 44%. The targeted percentage for the ED students scoring at 3 or above on the 2014 FCAT is 64%. The SWD and ED subgroups did not make their 2012-2013 AMO. SWD and ED students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

G3.B3.S1 Students will be provided with multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

Action Step 1

Students will discuss and write about mathematics in their daily journals and will have daily practice in reading, writing and solving word problems related to real world situations

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Observation of mathematics journals, classroom assessments

Action Step 2

Daily use of journals to answer questions about math operations including "how" and "why" will assist in developing skills. As students become increasingly proficient, complexity of the problems will increase and scaffolding of skills will decrease.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Observation of mathematics journals, classroom assessments

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G3.B3.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B4 The percentage of students scoring Level 3 on the 2013 FCAT 2.0 Assessment was 27%. The targeted percentage for students scoring at Level 3 on the 2014 FCAT 2.0 is 42%. Students performance data from the 2013 FACT 2.0, indicates that students scoring Level 3 in Grade 3 experienced difficulty in Reporting Category 1, Number: Operations, Problems, and Statistics. Students need increased opportunities to use mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs [CCSS.Math.Content.3.MD.B.3; CCSS.Math.Content.3.OA.D.9]

G3.B4.S1 Students will be provided with increased opportunities to use mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs

Action Step 1

Provide students with the opportunity to apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Tests, Interim Assessments

Action Step 2

Provide student with the opportunity to extend numeric or graphic patterns beyond the next element or find one or more missing elements in a numeric or graphic pattern

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Tests, Interim Assessments

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G3.B4.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B5 The percentage of students scoring Level 3 on the 2013 FCAT 2.0 Assessment was 27%. The targeted percentage for students scoring at Level 3 on the 2014 FCAT 2.0 is 42%. According to the results of the 2013 FACT 2.0, students scoring at Level 3 in Grade 4 experienced difficulty in Reporting Category 1, Number: Operations and Problems. Students need increased opportunities to use mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs [CCSS.Math.Content.4.OA.C.5; CCSS.Math.Content.4.MD.B.4].

G3.B5.S1 Students will be provided with increased opportunities to use mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs [CCSS.Math.Content.4.OA.C.5; CCSS.Math.Content.4.MD.B.4].

Action Step 1

Provide opportunities for students to multiply multi-digit whole numbers through four digits, including solving real-world problems and checking reasonableness of results

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work, Classroom Assessments

Action Step 2

Provide opportunities for students to translate a written description or a graphic representation to an expression or equation, which may include two operations and/or a variable, and vice versa

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Classroom Assessments

Action Step 3

Provide opportunities for students to describe and generalize an algebraic rule for a graphic or numeric pattern or relationship, including functions with two operations

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Classroom Assessments

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G3.B5.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B6 The percentage of students scoring Level 3 on the 2013 FCAT 2.0 Assessment was 27%. The targeted percentage for students scoring at Level 3 on the 2014 FCAT 2.0 is 42%. According to the results of the 2013 FACT 2.0, students scoring at level 3 in Grade 5 experienced difficulty in Reporting Category 1, Number: Base Ten and Fractions. Students need increased opportunities to identify, compare and order fractions in real world contexts [CCSS.Math.Content.3.NF.A.3d]

G3.B6.S1 Students will be provided with increased opportunities to identify, compare and order fractions in real world contexts

Action Step 1

Provide opportunities for students to add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom Assessments, Student work

Action Step 2

Provide opportunities for students to identify and graph integers on a number line; compare and order integers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom Assessments, Student work

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G3.B6.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B7 The percentage of students scoring Level 4-5 on the 2013 FCAT 2.0 Assessment was 25%. The targeted percentage for students scoring at Level 3 on the 2014 FCAT 2.0 is 31%. According to the results of the 2013 FACT 2.0, students scoring at Level 4 or above in Grade 3 experienced difficulty in Reporting Category 2, Number: Fractions. [MA.3.A.2.1; MA.3.A.2.3; MA.3.A.2.4] Students need increased opportunities to explore and use manipulatives/models [NGSSS]. Students need to be able to Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. [CCSS.Math.Content.3.NF.A.3c]

G3.B7.S1 Students need more experiences expressing whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. [CCSS.Math.Content.3.NF.A.3c]

Action Step 1

Provide students with the opportunities to identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples, Classroom Assessments

Action Step 2

Provide student with the opportunities to compare and order fractions, including fractions greater than one, using models or strategies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples, Classroom Assessments

Plan to Monitor Fidelity of Implementation of G3.B7.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G3.B7.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B8 The percentage of students scoring Level 4-5 on the 2013 FCAT 2.0 Assessment was 25%. The targeted percentage for students scoring at Level 3 on the 2014 FCAT 2.0 is 31%. According to the results of the 2013 FACT 2.0, students scoring at Level 4 or above in Grade 4 experienced difficulty in Reporting Category 3, Geometry and Measurement [MA.4.G.3.2]; . Students need increased opportunities to describe three-dimensional shapes and analyze their properties [NGSSS] Students need increased opportunities to classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size [CCSS.Math.Content.4.G.A.2]

G3.B8.S1 Students need increased opportunities to classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size

Action Step 1

Provide students with the opportunities to identify or describe a situation that requires the use of the area formula in a real-world context.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom Assessments, Student work samples

Action Step 2

Provide students with the opportunities to identify two-dimensional views of a three-dimensional object.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom Assessments, Student work samples

Plan to Monitor Fidelity of Implementation of G3.B8.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G3.B8.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B9 The percentage of students scoring Level 4-5 on the 2013 FCAT 2.0 Assessment was 25%. The targeted percentage for students scoring at Level 3 on the 2014 FCAT 2.0 is 31%. According to the results of the 2013 FACT 2.0, students scoring at Level 4 or above in Grade 5 experienced difficulty in Reporting Category 3, Geometry and Measurement [MA.5.G.3.2]; . Students need increased opportunities to describe and to be able to explain attributes of three-dimensional shapes and analyze their properties, including volume and surface area [NGSSS and CCSS.Math.Content.5.G.B.3].

G3.B9.S1 Students need increased opportunities to describe and to be able to explain attributes of three-dimensional shapes and analyze their properties, including volume and surface area.

Action Step 1

Provide opportunities for students to use different strategies to solve problems involving the volume and surface area of prisms.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples, Classroom Assessments

Action Step 2

Identify or describe a situation that requires the use of the area formula in a real-world context

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples, Classroom Assessments

Plan to Monitor Fidelity of Implementation of G3.B9.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Interim Assessments, Classroom Assessments

Plan to Monitor Effectiveness of G3.B9.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B10 The percentage of students making learning gains on the 2013 FCAT 2.0 Assessment was 58%. The targeted percentage for students needing to make learning gains on the 2014 FCAT 2.0 Assessment is 62%. Students' performance data from the 2013 FACT 2.0, indicates that the students making learning gains experienced difficulty in Reporting Category 1, Number: Operations, Problems, and Statistics. Students need increased opportunities to use mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs [CCSS.Math.Content.3.MD.B.3; CCSS.Math.Content.3.OA.D.9]

G3.B10.S1 Students will be provided with increased opportunities to use mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs [CCSS.Math.Content.3.MD.B.3]

Action Step 1

Students will identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom work samples, Classroom Assessments

Action Step 2

Students will identify fact families that demonstrate the inverse relationship between multiplication and division

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom work samples, Classroom Assessments

Action Step 3

Students will identify the next element in a graphic or numeric pattern; describe the rule for a pattern or the relationship between whole numbers when the operation is addition

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom work samples, Classroom Assessments

Plan to Monitor Fidelity of Implementation of G3.B10.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G3.B10.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B11 The percentage of students in the lowest 25 percentile making learning gains on the 2013 FCAT 2.0 was 51%. The targeted percentage for students in the lowest 25 percentile needing to make learning gains on the 2014 FCAT 2.0 Assessment is 56%. Students' performance data from the 2013 FACT 2.0, indicates that the students in the lowest 25% making learning gains experienced difficulty in Reporting Category 1, Number: Operations, Problems, and Statistics. Students need increased opportunities to use mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs [CCSS.Math.Content.3.MD.B.3; CCSS.Math.Content.3.OA.D.9]

G3.B11.S1 Students will be provided with more opportunities to use mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs [CCSS.Math.Content.3.MD.B.3; CCSS.Math.Content.3.OA.D.9]

Action Step 1

Students will identify the next element in a graphic or numeric pattern; describe the rule for a pattern or the relationship between whole numbers when the operation is multiplication.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom Assessments, Classroom work samples

Action Step 2

Students will identify the next element in a graphic or numeric pattern; describe the rule for a pattern or the relationship between whole numbers when the operation is addition

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments, Classroom work samples

Action Step 3

Students will be provided differentiated instruction based on assessment data utilizing Think Central.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom Assessments, Classroom work samples

Plan to Monitor Fidelity of Implementation of G3.B11.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G3.B11.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G4. The number of students scoring at or above Level 3 on the 2014 administration of the Science Florida Comprehensive Assessment Test (FCAT) will be at least 58 percent. This will represent a four percentage point increase from the 2013 FCAT administration.

G4.B1 The percentage of students scoring a Level 3 on the 2013 Science FCAT Assessment was 26%. The targeted percentage of students needing to score Level 3 on the 2014 Science FCAT is 29%. According to the results of the 2013 Science FACT 2.0, students scoring at Level 3 experienced difficulties in Reporting Category 3, Physical Science.[SC.5.P.10.2; SC.5.P.13.1; SC.P.10.4; SC.5.P.13.2]. Students need increased opportunities to be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.[NGSSS]

G4.B1.S1 Students will be provided with opportunities to be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Action Step 1

Students will be given more opportunities to work on rigorous activities, high order questioning strategies that will increase their conceptual understanding.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work and benchmark assessments

Action Step 2

Students will be given opportunities to incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, PBS, etc.)

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work and benchmark assessments

Facilitator:

Science Liaison

Participants:

Teachers

Action Step 3

Students will use leveled readers to address different reading level skills in the classroom.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work and benchmark assessments

Action Step 4

Teachers will be trained in the use of the scientific method and the 5E's of Science.

Person or Persons Responsible

Science Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Student gains on district assessments.

Facilitator:

Science Liaison

Participants:

All Science teachers grades 3-5.

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

Administration will have quarterly data chats with teachers to review Interim Assessment Data. The Science Liaison along with the department chairperson will monitor data from the instructional technology resources in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Math liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Assessments, Benchmark Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Administration will have quarterly data chats with teachers to review Interim Assessment Data. The Science Liaison along with the department chairperson will monitor data from the instructional technology resources in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Math Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G4.B2 The percentage of students scoring a Level 3 on the 2013 Science FCAT Assessment was 26%. The targeted percentage of students needing to score Level 3 on the 2014 Science FCAT is 29%. According to the results of the 2013 Science FACT 2.0, students scoring at Level 3 experienced difficulties in Reporting Category 4, Life Science [SC.4.L.16.4; SC.5.L.14.2]. Students need increased opportunities to be able to identify the functions of human body organs, compare life cycles of Florida plants and animals, identify adaptations in animals and plants that allow them to survive, and trace energy through a food chain [NGSSS].

G4.B2.S1 Students need increased opportunities to be able to identify the functions of human body organs, compare life cycles of Florida plants and animals, identify adaptations in animals and plants that allow them to survive, and trace energy through a food chain.

Action Step 1

Students will be given opportunities to engage in differentiated instruction strategies to address their need

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom Assessments and Interim Assessments

Action Step 2

Students will be given opportunities to incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, PBS, etc.)

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom Assessments, Interim Assessments, Gizmo reports and FCAT Explorer reports.

Action Step 3

Students will be given opportunities to implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom Assessments and Interim Assessments

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

Administration will have quarterly data chats with teachers to review Interim Assessment Data. The Science Liaison along with the department chairperson will monitor data from the instructional technology resources on a monthly basis in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration and the Science Liaison

Target Dates or Schedule

Monthly for classroom data and technology data Quarterly for Interim Assessments

Evidence of Completion

Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G4.B2.S1

Administration will have quarterly data chats with teachers to review Interim Assessment Data. The Science Liaison along with the department chairperson will monitor data from the instructional technology resources on a monthly basis in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Science Liaison

Target Dates or Schedule

Monthly Quarterly

Evidence of Completion

Formative Assessments: Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G4.B3 The percentage of students scoring a Levels 4-5 on the 2013 Science FCAT Assessment was 28%. The targeted percentage of students needing to score Levels 4-5 on the 2014 Science FCAT is 29%. According to the results of the 2013 Science FACT 2.0, students scoring at or above Achievement Level 4 experienced difficulties in Reporting Category 2, Earth and Space Science [SC.4.E.5.4; SC.4.E.6.2; SC.4.E.6.4]. Students need increased opportunities to be able to distinguish among objects in the Solar System, identify categories of rocks and characteristics of minerals, differentiate physical weathering and erosion, identify characteristics associated with different climate zones, and identify factors that affect weather [NGSSS].

G4.B3.S1 Students need increased opportunities to be able to distinguish among objects in the Solar System, identify categories of rocks and characteristics of minerals, differentiate physical weathering and erosion, identify characteristics associated with different climate zones, and identify factors that affect weather.

Action Step 1

Students will be given more opportunities to work on rigorous activities, high order questioning strategies that will increase their conceptual understanding.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom samples, Classroom assessments, benchmark assessments

Action Step 2

Students will be given more opportunities to present, refine, and evaluate scientific questions about our solar system and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom samples, Classroom assessments, benchmark assessments

Action Step 3

Students will be given opportunities to work on projects and activities based on their interest.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom samples, Classroom assessments, benchmark assessments

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

Administration will have quarterly data chats with teachers to review Interim Assessment Data. The Science Liaison along with the department chairperson will monitor data from the instructional technology resources, on a monthly basis, in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly, Quarterly

Evidence of Completion

Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G4.B3.S1

Administration will have quarterly data chats with teachers to review Interim Assessment Data. The Science Liaison along with the department chairperson will monitor data from the instructional technology resources, on a monthly basis, in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Science Liaison

Target Dates or Schedule

Monthly for classroom data Quarterly for Interim Assessment data

Evidence of Completion

Formative Assessments: Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G5. The percentage of students participating the STEM activities was 27% in the 2012-2013 school year. The targeted percentage of students participating in Project Based Learning in STEM is 35 percent during the 2013-2014 school year. This is an 8% increase.

G5.B1 In order to engage students in the scientific problem solving process, the number of students participating in Project Based Learning in STEM needs to be increased. There has been a small percentage of students, 7% of students, participating in The District Science Fair and the Environmental Educational Science programs.

G5.B1.S1 Students will get more opportunities to incorporate an interdisciplinary approach to education through environmental projects and activities.

Action Step 1

Students will get more opportunities to engage in hands-on, real-world STEM applications through projects and activities.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Science experiments, Science Fair projects and entries

Action Step 2

Teachers will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Science experiments, Science Fair projects and entries

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

Administrators and Science Liaison will monitor over The STEM activities of the students and teachers and will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible

Science Liaison, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Science Fair entries, Student experiments

Plan to Monitor Effectiveness of G5.B1.S1

Administrators and Science Liaison will monitor over The STEM activities of the students and teachers and will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible

Administration, Science Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: District Interim Assessment data. Summative: 2014 FCAT 2.0

G6. To reduce the number of students who are not reading on grade level by third grade to 31 percent, who are not available for instructional time to seven percent and who are referred for behavioral issues by one percent during the 2013-2014 school year.

G6.B1 Attendance data from the 2012-2013 school year indicates that 8% of the students missed 10% or more of available instructional time throughout the school year. The 2014 target is that only 7% of the students will miss 10% or more of available instructional time throughout the 2013-2014 school year. Students need to attend school regularly to succeed, being in school on a regular and consistent basis leads to succeeding in school. In monitoring the Early Warning Systems, the attendance committee and MTSS/RtI team will work on decreasing the number of students who missed 10% or more on in-school instructional learning time.

G6.B1.S1 Provide students with incentives for coming to school on a daily basis.

Action Step 1

The MTSS/RtI team and attendance committee will provide students with counseling if they have missed 10 percent or more of available instructional time.

Person or Persons Responsible

MTSS/RtI team and attendance committee

Target Dates or Schedule

ongoing

Evidence of Completion

Attendance logs

Action Step 2

The MTSS/RtI team and attendance committee will contact the parents and provide them with additional outside support/resources for the students that have missed 10 percent or more of available instructional time.

Person or Persons Responsible

MTSS/RtI team and attendance committee

Target Dates or Schedule

ongoing

Evidence of Completion

Attendance logs

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

The MTSS/RtI team and attendance committee will view the attendance logs and will keep track of and monitor the students that are missing 10 percent or more of instructional time.

Person or Persons Responsible

The MTSS/RtI team and attendance committee

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Logs

Plan to Monitor Effectiveness of G6.B1.S1

The MTSS/RtI team and attendance committee will view the attendance logs and will keep track of and monitor the students that are missing 10 percent or more of instructional time.

Person or Persons Responsible

MTSS/RtI and Attendance committee

Target Dates or Schedule

ongoing

Evidence of Completion

Attendance logs

G6.B2 Data from the 2012-2013 school year indicated that 34% of students were not proficient in reading by third grade. The 2014 target is to decrease that percentage so that only 31% of students are not proficient by third grade. Students need strong reading skills in order to learn and be successful in all school subjects, such as science, social science, writing, reading, and even math. In monitoring the Early Warning Systems, the MTSS/RtI team and LLT team will monitor the retained 3rd grade students and other students that are not proficient readers by third grade. They work to decrease the number of retained 3rd grade students by 10 percent.

G6.B2.S1 Provide students with additional instructional time during after school tutorials for the students that are not proficient in reading by third grade.

Action Step 1

The MTSS/RtI and LLT team will work together along with the classroom teacher and parent(s) to develop a plan to provide special instruction in reading to assist the students that are not proficient readers and that are retained 3rd grade students.

Person or Persons Responsible

MTSS/RtI, teachers, and LLT

Target Dates or Schedule

ongoing

Evidence of Completion

FAIR reports, Interim Assessments Classroom assessments

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

Person or Persons Responsible

MTSS/RtI and LLT

Target Dates or Schedule

ongoing

Evidence of Completion

FAIR reports, Interim Assessments, Classroom Assessments

Plan to Monitor Effectiveness of G6.B2.S1

The MTSS/RtI team, LLT, and attendance committee with review attendance logs and monitor and track the attendance of students that are not proficient in reading by third grade. They will constantly contact the parents of these students and educate them on the importance of coming to school daily.

Person or Persons Responsible

MTSS/RtI and LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports, SuccessMaker Reports Summative Assessment: 2014 FCAT 2.0

G6.B3 SCAM reports from the 2012-2013 school year indicates that 14% of students received two or more behavioral referrals during the school year. The 2014 target is to decrease the percentage of students receiving tow or more behavioral referrals to 13% during the 2013-2014 school year. In monitoring the Early Warning Systems, the MTSS/RtI team and guidance counselor will monitor the students who receive two or more behavioral referrals and who receive one or more behavior referrals that lead to suspension. They will work to decrease the number of students receiving two or more behavioral referrals by 3% and decrease the number of students receiving one or more behavioral referrals that lead to suspension by 1%.

G6.B3.S1 Students that receive two or more behavioral referrals will be provided with group counseling opportunities to work on self-esteem and self-reflecting on their behaviors.

Action Step 1

The Guidance Counselor will provide peer mediation as a means of assisting with conflict resolution.

Person or Persons Responsible

Attendance committee, MTSS/RtI, Guidance counselor

Target Dates or Schedule

ongoing

Evidence of Completion

Number of SCAMS received, COGNOS report on suspension levels

Action Step 2

The Guidance Counselor and the teachers will identify students for "Doing the Right Thing" and their names will be announced by administration during the afternoon announcements on the PA system.

Person or Persons Responsible

Attendance committee, MTSS/RtI, Guidance counselor

Target Dates or Schedule

ongoing

Evidence of Completion

Number of SCAMS received, COGNOS report on suspension levels

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

The MTSS/RtI, attendance committee, and guidance counselor will meet regularly with the students that are receiving tow or more SCAMS and provide positive reinforcement when they are acting appropriately.

Person or Persons Responsible

MTSS/RtI, Attendance Committee, Guidance Counselor

Target Dates or Schedule

ongoing

Evidence of Completion

COGNOS report and the number of SCAMS received

Plan to Monitor Effectiveness of G6.B3.S1

The MTSS/RtI, attendance committee, and guidance counselor will meet regularly with the students that are receiving tow or more SCAMS and provide positive reinforcement when they are acting appropriately.

Person or Persons Responsible

MTSS/RtI, Guidance Counselor, Attendance Committee

Target Dates or Schedule

ongoing

Evidence of Completion

COGNOS Report and the number of SCAMS written

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

Whispering Pines Elementary uses the following federal, state, and local funds, services and programs in order to meet the needs of the students at the school.

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 X- 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.

Violence Prevention Programs

District Policy Against Bullying and Harassment

• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

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

• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.

• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Nutrition Programs

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 number of students scoring at or above Level 3 on the 2014 administration of the Reading Florida Comprehensive Assessment Test (FCAT) will be at least 73 percent. This will represent a four percentage point increase from the 2013 FCAT administration.

G1.B1 The percentage of Black students scoring at 3 or above on the 2013 FCAT was 50%. The targeted percentage for the Black students scoring at 3 or above on the 2014 FCAT is 56%. The percentage of Hispanic students scoring at 3 or above on the 2013 FCAT was 67%. The targeted percentage for the Hispanic students scoring at 3 or above on the 2014 FCAT is 71%. The percentage of White students scoring at 3 or above on the 2013 FCAT was 79%. The targeted percentage for the White students scoring at 3 or above on the 2014 FCAT is 82%. Students in the Black, Hispanic, and White Subgroups' 2013 FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 2- Reading Application [LA.3-5.1.7.3]. The students had difficulties reading grade-level text and identifying chronological order events within a text [NGSSS].

G1.B1.S1 Provide teachers with professional development in the use of data when making instructional decisions.

PD Opportunity 1

Teachers will assign the students work on SuccessMaker based on standards that they are having difficulties with.

Facilitator

Webcast on SuccessMaker

Participants

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

SuccessMaker reports

PD Opportunity 2

Teachers will attend professional development opportunities that incorporate using the English Language Arts common core standards and the NGSSS standards to improve the academic achievement in all students.

Facilitator

Participants

Target Dates or Schedule

Monthly

Evidence of Completion

PD Completion and training of staff members.

G3. The number of students scoring at or above Level 3 on the 2014 administration of the Mathematics Florida Comprehensive Assessment Test (FCAT) will be at least 73 percent. This will represent a 19 percentage point increase from the 2013 Mathematics FCAT ad

G3.B1 The percentage of Black students scoring at 3 or above on the 2013 FCAT was 25%. The targeted percentage for the Black students scoring at 3 or above on the 2014 FCAT is 57%. The percentage of Hispanic students scoring at 3 or above on the 2013 FCAT was 54%. The targeted percentage for the Hispanic students scoring at 3 or above on the 2014 FCAT is 71%. The percentage of White students scoring at 3 or above on the 2013 FCAT was 64%. The targeted percentage for the White students scoring at 3 or above on the 2014 FCAT is 82%. Students in the Black, Hispanic, and White subgroups did not make their 2012-2013 AMO on the 2013 FCAT 2.0. These students need more opportunities using hands-on manipulatives and defining and using the mathematical vocabulary for their specific grade levels.

G3.B1.S1 These students will be provided with more opportunities to use hands-on manipulatives to apply math concepts o real life situations.

PD Opportunity 1

The Mathematics Liaison will provide Mathematics teachers Professional Development on incorporating Common Core Standards and NGSSS when teaching mathematics to improve academic success in all students.

Facilitator

Mathematics Liaison

Participants

Mathematics Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Sign-in sheets

G4. The number of students scoring at or above Level 3 on the 2014 administration of the Science Florida Comprehensive Assessment Test (FCAT) will be at least 58 percent. This will represent a four percentage point increase from the 2013 FCAT administration.

G4.B1 The percentage of students scoring a Level 3 on the 2013 Science FCAT Assessment was 26%. The targeted percentage of students needing to score Level 3 on the 2014 Science FCAT is 29%. According to the results of the 2013 Science FACT 2.0, students scoring at Level 3 experienced difficulties in Reporting Category 3, Physical Science.[SC.5.P.10.2; SC.5.P.13.1; SC.P.10.4; SC.5.P.13.2]. Students need increased opportunities to be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.[NGSSS]

G4.B1.S1 Students will be provided with opportunities to be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

PD Opportunity 1

Students will be given opportunities to incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, PBS, etc.)

Facilitator

Science Liaison

Participants

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work and benchmark assessments

PD Opportunity 2

Teachers will be trained in the use of the scientific method and the 5E's of Science.

Facilitator

Science Liaison

Participants

All Science teachers grades 3-5.

Target Dates or Schedule

Monthly

Evidence of Completion

Student gains on district assessments.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The number of students scoring at or above Level 3 on the 2014 administration of the Reading Florida Comprehensive Assessment Test (FCAT) will be at least 73 percent. This will represent a four percentage point increase from the 2013 FCAT administration.	$500
G3.	The number of students scoring at or above Level 3 on the 2014 administration of the Mathematics Florida Comprehensive Assessment Test (FCAT) will be at least 73 percent. This will represent a 19 percentage point increase from the 2013 Mathematics FCAT ad	$500
G4.	The number of students scoring at or above Level 3 on the 2014 administration of the Science Florida Comprehensive Assessment Test (FCAT) will be at least 58 percent. This will represent a four percentage point increase from the 2013 FCAT administration.	$500
	Total	$1,500

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
SAC	$1,500	$1,500
Total	$1,500	$1,500

Budget Details

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

G1. The number of students scoring at or above Level 3 on the 2014 administration of the Reading Florida Comprehensive Assessment Test (FCAT) will be at least 73 percent. This will represent a four percentage point increase from the 2013 FCAT administration.

G1.B1 The percentage of Black students scoring at 3 or above on the 2013 FCAT was 50%. The targeted percentage for the Black students scoring at 3 or above on the 2014 FCAT is 56%. The percentage of Hispanic students scoring at 3 or above on the 2013 FCAT was 67%. The targeted percentage for the Hispanic students scoring at 3 or above on the 2014 FCAT is 71%. The percentage of White students scoring at 3 or above on the 2013 FCAT was 79%. The targeted percentage for the White students scoring at 3 or above on the 2014 FCAT is 82%. Students in the Black, Hispanic, and White Subgroups' 2013 FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 2- Reading Application [LA.3-5.1.7.3]. The students had difficulties reading grade-level text and identifying chronological order events within a text [NGSSS].

G1.B1.S1 Provide teachers with professional development in the use of data when making instructional decisions.

Action Step 2

Teachers will attend professional development opportunities that incorporate using the English Language Arts common core standards and the NGSSS standards to improve the academic achievement in all students.

Resource Type

Professional Development

Resource

The use of SAC funds to provide substitute coverage for the Reading Liaison to attend professional development and ultimately train the teachers on English Language Arts common core standards and the NGSS standards to improve academic achievement in all students.

Funding Source

SAC

Amount Needed

$500

G3. The number of students scoring at or above Level 3 on the 2014 administration of the Mathematics Florida Comprehensive Assessment Test (FCAT) will be at least 73 percent. This will represent a 19 percentage point increase from the 2013 Mathematics FCAT ad

G3.B1 The percentage of Black students scoring at 3 or above on the 2013 FCAT was 25%. The targeted percentage for the Black students scoring at 3 or above on the 2014 FCAT is 57%. The percentage of Hispanic students scoring at 3 or above on the 2013 FCAT was 54%. The targeted percentage for the Hispanic students scoring at 3 or above on the 2014 FCAT is 71%. The percentage of White students scoring at 3 or above on the 2013 FCAT was 64%. The targeted percentage for the White students scoring at 3 or above on the 2014 FCAT is 82%. Students in the Black, Hispanic, and White subgroups did not make their 2012-2013 AMO on the 2013 FCAT 2.0. These students need more opportunities using hands-on manipulatives and defining and using the mathematical vocabulary for their specific grade levels.

G3.B1.S3 Teachers will make instructional decisions based on student data.

Action Step 1

The Mathematics Liaison will attend professional development and in turn will provide training to teachers.

Resource Type

Professional Development

Resource

The use of SAC funds to provide substitute coverage for the Mathematics Liaison to attend professional development and ultimately train the teachers on Mathematics common core standards and the NGSS standards to improve academic achievement in all students while monitoring student data.

Funding Source

SAC

Amount Needed

$500

G4. The number of students scoring at or above Level 3 on the 2014 administration of the Science Florida Comprehensive Assessment Test (FCAT) will be at least 58 percent. This will represent a four percentage point increase from the 2013 FCAT administration.

G4.B1 The percentage of students scoring a Level 3 on the 2013 Science FCAT Assessment was 26%. The targeted percentage of students needing to score Level 3 on the 2014 Science FCAT is 29%. According to the results of the 2013 Science FACT 2.0, students scoring at Level 3 experienced difficulties in Reporting Category 3, Physical Science.[SC.5.P.10.2; SC.5.P.13.1; SC.P.10.4; SC.5.P.13.2]. Students need increased opportunities to be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.[NGSSS]

G4.B1.S1 Students will be provided with opportunities to be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Action Step 4

Teachers will be trained in the use of the scientific method and the 5E's of Science.

Resource Type

Professional Development

Resource

The use of SAC funds to provide substitute coverage for the Science Liaison to attend professional development and ultimately train the teachers on the Scientific method and the 5E's of Science to improve academic achievement in all students.

Funding Source

SAC

Amount Needed

$500