



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Dante B. Fascell Elementary School

15625 SW 80TH ST

Miami, FL 33193

305-380-1901

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 88%
Alternative/ESE Center No	Charter School No	Minority Rate 98%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Dante B. Fascell Elem. School

Principal

Allen Breeding N

School Advisory Council chair

Kimberly Bogan

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

Name	Title
Allen Breeding	Principal
Erika Martinez	Assistant Principal
Jaime Gasteli	Union Steward
Patricia Ortega	Teacher
Diana LaRoz	Teacher
Kimberly Bogan	Teacher
Carlos Mancebo	Teacher
Mayda Martin-Olazabal	Teacher
Debra Gamundi	Alternate Teacher
Ruby Villa	Alternate Teacher
Laura Calenzani	Education Professional
Rocio Fiallos	Alternate Educational Professional
Claudia Camara	Parent
Gina Urrunaga	Parent
Carmen Diaz	Parent
Yelina Acosta	Parent
Solange Mullins	Parent
Erica Montandon	Parent
Nidia Brenes	Alternate Parent
Kathryn Spohr	Student
Roger Brenes	Business Community Representative
Ann Feathers	Business Community Representative
Youseff Bamieh	Alternate Student

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 Alternate Principal-1
UTD Steward-1
Teacher-5 Alternate Teacher-2
Educational Support-1 Alternate Educational Support-1
Parent- 6 Alternate Parent-1
Student-1 Alternate Student-1
Business/Community Representative- 2

Involvement of the SAC in the development of the SIP

The Educational Excellence School Advisory Committee (EESAC) is involved with the development of the school improvement plan from its inception. End of Year Review forms were distributed to grade level/departments for recommendations and feedback. An EESAC meeting was held to review the current year's School Improvement Plan and to provide recommendations for the 2013-2014 School Improvement Plan. The End of Year Review forms were distributed and reviewed at this meeting. A writing team was identified which included members of EESAC. EESAC members attended a Technical Assistance Training in order to provide guidance and assistance in the development of the 2013-2014 School Improvement Plan.

Activities of the SAC for the upcoming school year

The Educational Excellence School Advisory Committee (EESAC) works with the principal to make various school based decisions. One of the major responsibilities of EESAC is to write, monitor and evaluate the implementation of the School Improvement Plan. EESAC members have participated in activities within the region and feeder pattern to share Best Practices that are in place and have been successful in other schools. In addition, they discuss and implement practices that could be modeled to meet the needs of our students and enhance our educational programs and initiatives.

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

EESAC funds (\$2,700), will be used to purchase supplemental educational materials for students in grades 3-5.

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:

Allen Breeding N

Principal

Years as Administrator: 9

Years at Current School: 3

Credentials

Elementary Education
 Primary Education
 Educational Leadership

Performance Record

'13 '12 '11 '10 '09
 School Grade - A A A A A
 Rdg. Proficiency- 68 78 80 83 84
 Math Proficiency- 63 69 81 84 82
 Lrng Gains-Rdg.- 68 87 65 72 77
 Lrng Gains-Math- 72 81 63 54 62
 Gains-Rdg-25%- 64 92 57 59 74
 Gains-Math-25%- 61 70 54 51 51
 Reading AMO- 68
 Mathematics AMO- 63

Erika Martinez-Alonso

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

BS in Journalism & Mass Communications
 MS in Educational Leadership
 Certifications:
 • English
 • Elementary Ed.
 • Educational Leadership
 • Reading Endorsement

Performance Record

'13 '12 '11 '10 '09 '08
 School Grade B A A A A
 High Standards Rdg. 60 72 74 71
 High Standards Math 55 68 70 69
 Lrng Gains-Rdg. 87 71 71 82 67
 Lrng Gains-Math 70 64 69 65
 Gains-Rdg-25% 74 73 71 67
 Gains-Math-25% 58 65 67 63
 Reading AMO- 46
 Mathematics AMO- 48

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Kimberly Bogan

Full-time / District-based

Years as Coach: 9

Years at Current School: 17

Areas

Reading/Literacy

Credentials

ELEMENTARY EDUCATION,
READING, ESOL,
EDUCATIONAL LEADERSHIP

Performance Record

'13'12 '11 '10 '09 '08
School Grade A A A A A A
High Standards Rdg. 68 78 92 88 92 86
Lrng Gains-Rdg. 68 87 71 71 82 67
Gains-Rdg-Lowest 25% 64 92 66 61 82 67
Reading AMO- 68

Classroom Teachers

of classroom teachers

42

receiving effective rating or higher

42, 100%

Highly Qualified Teachers

98%

certified in-field

, 0%

ESOL endorsed

35, 83%

reading endorsed

2, 5%

with advanced degrees

13, 31%

National Board Certified

7, 17%

first-year teachers

0, 0%

with 1-5 years of experience

2, 5%

with 6-14 years of experience

13, 31%

with 15 or more years of experience

27, 64%

Education Paraprofessionals**# of paraprofessionals**

2

Highly Qualified

2, 100%

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

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Teachers will be afforded the opportunity to participate in professional learning communities. Professional Development courses are widely offered and teachers are encouraged to have their certifications current and updated. Teachers are also motivated to gain further knowledge in their field of teaching.

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 new to a grade level will be paired with a buddy teacher on the grade level. This buddy teacher will provide support in the areas of planning and professional support on a weekly basis. Teachers will meet for the purpose of planning, data analysis and any other area requested by the teacher. Beginning teachers will receive a MINT trained teacher mentor.

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

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

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

The MTSS/RtI Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS/RtI problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored. The MTSS/RtI Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS/RtI End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS/RtI leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

The MTSS/RtI Leadership Team will meet to determine how we develop and maintain a problem solving system

to encourage optimum academic and behavioral performance from students, teachers and staff.

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

- disaggregate assessment data to make instructional decisions
- analyze progress monitoring data
- Identify continuing professional development needs
- evaluate the fidelity of implementation of core curriculum and interventions

Monitor and implement the problem solving process in response to the needs of subgroups within the expectations for adequate yearly progress.

Administration: As the instructional leaders at DBFE, the principal, and assistant principal, will provide the model for the use of data-based decision-making, supervise its implementation, provide intervention support and documentation ensuring adequate professional development, and communicate with parents regarding school-based MTSS/Rtl plans. Administration will coordinate the submission and analysis of all data in a timely manner. They will monitor the focus calendar progress and provide technological instructional support.

Instructional Coach

The Reading coach, will identify student needs by analyzing, disaggregating and reporting various data on a regular basis. Professional development needs will be determined and provided. She will assist with administering student assessments. The reading coach will attend district sponsored professional development for the purpose of knowledge building, modeling and planning lessons with teachers.

Student Services Personnel: The counselor, will act as the committee SST liaison. As such, she will relay information as it relates to the common academic and social needs being established at School Support Team meetings. She will participate in the administration of student assessments. She will provide resources to community agencies to support academic, emotional and behavioral success.

The school psychologist, will report to the team to provide necessary progress monitoring tools and data. The social worker will act at the request of the team members.

This team will include additional personnel as resources to the team, as warranted.

This team will meet with the Literacy Leadership Team and EESAC when necessary, to facilitate all stages of the problem solving process.

- In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS/Rtl .

Tier 2

Administration, the Counselor and the Reading coach, will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected (specify) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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/Rtl 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/Rtl 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

Data will be compared using the Edusoft program or a school developed template. Tier data will be summarized for reading, mathematics, science, writing and behavior.

Academic data to be analyzed may include:

Baseline data: Florida Assessments of Instruction in Reading (FAIR), Florida Comprehensive Assessment

Test 2.0 (FCAT)

Progress Monitoring: FAIR, Benchmark testing, Interim Assessments, Voyager, SuccessMaker, monthly writing prompts and student grades

End of year: FAIR, FCAT 2.0, Interim Assessment Data

Frequency of Data Days: The MTSS/Rtl Leadership Team will meet once a month for data analysis

Behavioral data to be analyzed may include:

Student Case Management System

Referrals

Climate Surveys

Attendance reports

Requests for assistance

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

The school will participate in the MTSS/Rtl district professional development which consists of:

1. Administrators will attend district trainings in MTSS/Rtl foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.

2. MTSS/Rtl team members will attend district trainings in MTSS/Rtl foundations and MTSS/Rtl problem solving at Tiers 1 and 2, and School Support Team Training.

In addition, the MTSS/Rtl Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS implementation in the school.

The school will utilize back to school night to present MTSS/Rtl to parents and hand out parent MTSS/Rtl brochures (available at <http://rti.dadeschools>).

A description of MTSS/Rtl and MTSS/Rtl 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: Before or After School Program

Minutes added to school year: 3,840

The school will utilize Title III funds for the purpose of offering after school tutorials for students in third through fifth grade. Students will be tutored in the subjects of Reading and Mathematics. A before school Technology lab will be offered during the second half of the year to include FCAT 2.0 Level 4 and 5 students.

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 after school tutoring will be monitored through custom groups in Thinkgate. Technology program reports will be regularly monitored.

Who is responsible for monitoring implementation of this strategy?

Reading Coach

Literacy Leadership Team (LLT)

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

Name	Title
Allen Breeding	Principal
Erika Martinez Alonso	Assistant Principal
Kimberly Bogan	Reading Coach
Marlene Menendez	Grade Level Chair
Gisela Vazquez	Grade Level Chair
Trisha Amaro Mustelier	Grade Level Chair
Kathleen Kennedy	Grade Level Chair
Ana Diaz	Grade Level Chair
Mayda Garcia	Grade Level Chair
Sandra Crumpton	Special Area Chair
Patricia Ortega	ESE Chair

How the school-based LLT functions

The Literacy Leadership Team will meet to determine how we develop and maintain a problem solving system to encourage optimum performance in the area of literacy, from students, teachers and staff. The team will meet once a month to improve literacy instruction across the curriculum by engaging in the following activities:

- disaggregate assessment data to make instructional decisions
- analyze progress monitoring data
- Identify continuing professional development needs

- evaluate literacy application to core curriculum
- * monitor implementation of the CRPP

Major initiatives of the LLT

The major initiatives of the LLT will include monitoring the progress of ELL and SPED students in grades 3-5.

They will also closely monitor the progress of the students in the lowest 25% of the grade level.

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. The Pre-K teacher conducts a parent orientation for parents of students transitioning into the Kindergarten program. Students are also taken to the Kindergarten classes at the end of their Preschool year to help with transition to Kindergarten. Kindergarten orientation took place on August 16, 2013. Parents were encouraged to visit their student's classroom after the orientation. This way they are familiar with the classes, as well as, the teachers. Areas that are assessed are Print Knowledge, Phonological Awareness, Oral Language Vocabulary and Mathematics. These areas are assessed three times a year using the VPK Assessment that correlates with our curriculum. The teacher also does her own individual assessment which helps in guiding instruction. It is done four times a year. The teacher uses observation and anecdotes to assist her in planning instruction and to help her determine when interventions are necessary with a student's academic development, as well as, with his her social/emotional development. Although no instrument is currently being used in the Pre-K program for social/emotional development, the teacher is familiar with the DECA and uses its information to assess social/emotional issues and provide specific lessons to help student with their Social/Emotional needs. Teacher provides Social Skills instruction and Conscious Discipline lessons to the students which is evident in her lesson plans on an ongoing basis. Connect Ed messages and the school's marquee is used to advertise upcoming Pre-K parent workshops to the community at large. Local day care centers will be visited to encourage the school to community partnership. Kindergarten students are administered the FLKRS test within the first 30 days of the school year. Students are evaluated on their readiness to start school. DBFE's Kindergarten students who attended Pre-K at the school, traditionally perform well.

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	80%	68%	No	82%
American Indian				
Asian				
Black/African American				
Hispanic	80%	66%	No	82%
White				
English language learners	68%	53%	No	72%
Students with disabilities	56%	37%	No	60%
Economically disadvantaged	78%	67%	No	80%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	69	26%	28%
Students scoring at or above Achievement Level 4	112	41%	42%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)		64%	68%

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)	111	49%	54%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	68	30%	37%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	82	36%	42%

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	67	82%	84%
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	81%	63%	No	83%
American Indian				
Asian				
Black/African American				
Hispanic	82%	63%	No	84%
White				
English language learners	69%	54%	No	72%
Students with disabilities	66%	33%	No	69%
Economically disadvantaged	78%	60%	No	80%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	70	26%	29%
Students scoring at or above Achievement Level 4	97	36%	37%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		72%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		61%	65%

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	16	16%	19%
Students scoring at or above Achievement Level 4	48	47%	48%

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)	2		3
Participation in STEM-related experiences provided for students	50	15%	26%

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	38	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	15	3%	2%
Students who are not proficient in reading by third grade	38	44%	40%
Students who receive two or more behavior referrals	40	7%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

Goals Summary

- G1.** The results of the 2013 FCAT 2.0 Reading Test indicate 68% of all students scoring at Level 3 and higher. Our goal is to increase to 82% scoring at Level 3 and higher .
- G2.** The results of the 2013 FCAT Writing Test indicate that 82% of students achieved proficiency (Level 3.5). Our goal is to increase to 84%.
- G3.** The results of the 2013 FCAT 2.0 Mathematics Test indicate 63% of students scoring at Level 3 and higher. Our goal is to increase to 83% scoring at Level 3 and higher.
- G4.** The results of the 2013 FCAT 2.0 Science Test indicate 63% scoring at Level 3 and higher. Our goal is to increase to 67% scoring at Level 3 and higher.
- G5.** Dante B. Fascell's goal is to provide students with the opportunity to increase participation in STEM related activities.
- G6.** Dante B. Fascell will increase our effectiveness in identifying students who are falling behind early enough to provide appropriate interventions and supports.

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading Test indicate 68% of all students scoring at Level 3 and higher. Our goal is to increase to 82% scoring at Level 3 and higher .

Targets Supported

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

Resources Available to Support the Goal

- McGraw-Hill Reading Series
- Technology programs SuccessMaker, Accelerated Reader and Reading Plus
- Hourly Tutors
- Title III Funding
- Florida Ready supplemental materials

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Reading Test indicate that the Hispanic, ELL, ESE and economically disadvantaged subgroups did not make AMO targets due to a deficiency in reporting Category I: Vocabulary. Students experienced difficulties in identifying context clues to derive meaning from text. Results indicate only 68% of all students made the AMO target. The 2014 target for all students is 82%.
- The results of the 2013 FCAT 2.0 Reading Test indicate that 26% of the students achieved proficiency Level 3. Our goal is to increase to 37%. This was due to a deficiency in reporting Category III: Literary Analysis/Fiction/Nonfiction. Students experienced difficulties in recognizing elements of story structure- character development, setting, plot, and problem solution.
- The results of the 2013 FCAT 2.0 Reading Test indicate that 41% of students scoring at Level 4 and higher. Our goal is to increase to 46% scoring at Level 4 and higher . This was due to a deficiency in reporting Category IV: Informational Text/Research Process. Students experienced difficulty interpreting graphical information (text features) e.g., graphics, legends, illustrations, diagrams, charts, and keys. They also had difficulty locating, interpreting and organizing information.
- The results of the 2013 FCAT 2.0 Reading Test indicate that 68% of students achieved learning gains. Our goal is to increase to 71%. This was due to a deficiency in reporting Category II: Reading Application. Students experienced difficulty identifying main idea, relevant supporting details, inference, chronological order and cause and effect relationships.
- The results of the 2013 FCAT 2.0 Reading Test indicate that 64% of students in the lowest 25% made learning gains. Our goal is to increase the learning gains of the lowest 25% to 68%. This was due to a deficiency in reporting Category I: Vocabulary. Students had difficulty identifying multiple meanings in context, shades of meaning in related words and antonyms and synonyms.
- The results of the 2013 CELLA Test indicate that 41% of students achieved proficiency in Listening/Speaking.
- The results of the 2013 CELLA Test indicate that 41% of students achieved proficiency in Reading.
- The results of the 2013 CELLA Test indicate that 35% of students achieved proficiency in Writing.

Plan to Monitor Progress Toward the Goal

Individual and grade level data chats will be held to review student progress. Instructional implications of collected data will be discussed. Classroom walkthroughs will be conducted.

Person or Persons Responsible

MTSS/Rtl Team and Administration

Target Dates or Schedule:

Progress toward the goal will be monitored after each Interim Assessment.

Evidence of Completion:

Formative: This goal will be evaluated using the Interim Assessment Test. Summative: This goal will be evaluated using the 2014 FCAT 2.0 Reading Test.

G2. The results of the 2013 FCAT Writing Test indicate that 82% of students achieved proficiency (Level 3.5). Our goal is to increase to 84%.

Targets Supported

- Writing

Resources Available to Support the Goal

- District Writing Pacing Guide

Targeted Barriers to Achieving the Goal

- Students lack the necessary skills to evaluate the draft for development of ideas and content, logical organization, voice (formal and informal), point of view, word choice and sentence variation.

Plan to Monitor Progress Toward the Goal

Teachers will submit student work samples of various stages of the writing process.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: The goal will be evaluated using Monthly prompts and pre/post tests. Summative: The goal will be evaluated using the 2014 FCAT 2.0 Writing Test.

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate 63% of students scoring at Level 3 and higher. Our goal is to increase to 83% scoring at Level 3 and higher.

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

- Go Math
- SuccessMaker
- FCAT Explorers
- Hourly Tutors
- Teachers
- Gizmos

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Mathematics Test indicate that the Hispanic, ELL, ESE and economically disadvantaged subgroups did not make AMO targets due to a deficiency in Category III: Geometry and Measurement. Students had difficulty understanding geometric knowledge and spatial reasoning to develop foundations for understanding area, volume and surface areas and the use of tools to solve problems involving these measures.. Our goal is to increase to 83% proficient.
- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 26% of students achieved proficiency (Level 3). Our goal is to increase to 41% proficient. This was due to a limited number of third grade students receiving pull out tutoring. There was no third grade math tutoring offered after school.
- The results of the 2013 FCAT 2.0 Mathematics Test indicate 36% of students scoring at Level 4 and higher. Our goal is to increase to 42% scoring at Level 4 and higher. This was due to the fact that third and fourth grade students had great difficulty with fractions.
- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 72% of students achieved learning gains. Our goal is to increase to 75%. This was due to a deficiency in fourth grade Category II, Number: Base Ten & Fractions. Students had difficulty understanding decimals, including the connection between fractions and decimals; and generating equivalent fractions and simplifying fractions.
- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 61% of students in the lowest 25% made learning gains. Our goal is to increase the learning gains of the lowest 25% to 65%. Students in third grade scored the lowest in reporting Category II: Number: Fractions, while fourth grade students scored lowest in Number: Base 10 and Fractions.

Plan to Monitor Progress Toward the Goal

Individual and grade level data chats will be held to review student progress. Instructional implications of collected data will be discussed.

Person or Persons Responsible

MTSS/Rtl Team and Administration

Target Dates or Schedule:

Progress toward the goal will be monitored after each Interim Assessment.

Evidence of Completion:

Formative: This goal will be evaluated using the Interim Assessment Test. Summative: This goal will be evaluated using the 2014 FCAT 2.0 Mathematics Test.

G4. The results of the 2013 FCAT 2.0 Science Test indicate 63% scoring at Level 3 and higher. Our goal is to increase to 67% scoring at Level 3 and higher.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- PSell Science Curriculum
- FOSS Kits
- Manipulative Science Kits
- Teachers
- Gizmos Technology Program
- Discovery Learning
- NBC Learn

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Science Test indicate that 16% of students achieved proficiency (Level 3). The lowest performing category was Nature of Science. Students had difficulty formulating testable questions and evaluating investigations and experiments.
- The results of the 2013 FCAT 2.0 Science Test indicate that 47% of students achieved proficiency Levels 4 and above. The highest performing category was Earth and Space Science.

Plan to Monitor Progress Toward the Goal

Students will be assessed using the district's interim assessments. Less than 70% proficiency will require additional small group on deficient skill.

Person or Persons Responsible

MTSS/Rtl and Administration

Target Dates or Schedule:

After the Baseline, Fall and Winter Interims

Evidence of Completion:

Formative: This goal will be evaluated using district Interim Assessments. Summative: This goal will be evaluated using the 2014 FCAT 2.0 Science Test.

G5. Dante B. Fascell's goal is to provide students with the opportunity to increase participation in STEM related activities.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- PSell Curriculum
- Teachers
- Discovery Learning
- FOSS Kits
- Science manipulatives kits
- Everglades National Park Field Trip
- Biscayne National Park Field Trip

Targeted Barriers to Achieving the Goal

- A limited number of STEM experiences were provided to students. There was no school wide Science FAIR held in the 2012-2013 school year.
- Only 50 students participated in a science themed field trip in the 2012-2013 school year.

Plan to Monitor Progress Toward the Goal

PLC will discuss the number of science related field trips available.

Person or Persons Responsible

MTSS/Rtl Team and Administration

Target Dates or Schedule:

May

Evidence of Completion:

Formative: This goal will be evaluated using the Interim Assessment Tests. Summative: This goal will be evaluated using the 2014 FCAT 2.0 Science Test.

G6. Dante B. Fascell will increase our effectiveness in identifying students who are falling behind early enough to provide appropriate interventions and supports.

Targets Supported

- EWS

Resources Available to Support the Goal

- Administration
- Security
- Teachers
- Parents
- School Counselor
- PTA
- School Social Worker

Targeted Barriers to Achieving the Goal

- During the 2012-2013 school year, 5% of students missed 10% or more of the school year.
- During the 2012-2013 school year, 1% of students were retained.
- During the 2012-2013 school year, 14% of students were not proficient by grade 3.
- During the 2012-2013 school year, 2% of students had 2 or more behavior referrals and 0.2% had one or more referrals that led to suspension.

Plan to Monitor Progress Toward the Goal

Review number of SCAMS/referrals

Person or Persons Responsible

Administration, Security

Target Dates or Schedule:

On a monthly or as needed basis

Evidence of Completion:

Lowered number of behavior referrals and SCAMS

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 FCAT 2.0 Reading Test indicate 68% of all students scoring at Level 3 and higher. Our goal is to increase to 82% scoring at Level 3 and higher .

G1.B1 The results of the 2013 FCAT 2.0 Reading Test indicate that the Hispanic, ELL, ESE and economically disadvantaged subgroups did not make AMO targets due to a deficiency in reporting Category I: Vocabulary. Students experienced difficulties in identifying context clues to derive meaning from text. Results indicate only 68% of all students made the AMO target. The 2014 target for all students is 82%.

G1.B1.S1 Targeted students will participate in push in, pull out, after school and before school tutoring that will provide practice in deriving meaning from text.

Action Step 1

Students will receive regular practice in the McGraw-Hill reading series on citing text evidence.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and student work samples citing use of close reading strategy

Action Step 2

Students representing all AMO target subgroups will be placed in at least one tutorial for the purpose of differentiated instruction in identified deficiencies.

Person or Persons Responsible

Reading Coach, Teachers and Tutors

Target Dates or Schedule

Quarterly

Evidence of Completion

Teachers will complete a profile, identifying which programs each student is enrolled.

Facilitator:

Reading Coach

Participants:

Teachers and Tutors

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

Hourly tutors will provide tutoring and keep an attendance roster and student work folders. Administration will conduct classroom walkthroughs of tutoring classes to observe students receiving instruction in deficient benchmarks.

Person or Persons Responsible

MTSS/RtI Team and Administration

Target Dates or Schedule

Tutors will take attendance at each session and collect work samples regularly.

Evidence of Completion

Attendance roster and student work samples will be collected.

Plan to Monitor Effectiveness of G1.B1.S1

Teachers will administer and collect weekly assessments. Students progress on weekly tests will be monitored for 70% or above proficiency. Less than 70% accuracy will require students to participate in small group differentiated instruction to review deficient skill.

Person or Persons Responsible

MTSS/RtI Team and Administration

Target Dates or Schedule

Data will be collected bi-weekly.

Evidence of Completion

Progress Reports will be reviewed by administration.

G1.B2 The results of the 2013 FCAT 2.0 Reading Test indicate that 26% of the students achieved proficiency Level 3. Our goal is to increase to 37%. This was due to a deficiency in reporting Category III: Literary Analysis/Fiction/Nonfiction. Students experienced difficulties in recognizing elements of story structure- character development, setting, plot, and problem solution.

G1.B2.S1 Students will increase their use of graphic organizers such as: story map, main idea table, sequence chain, cause/effect chain and one sentence summaries.

Action Step 1

During whole group instruction, students will receive instruction in utilizing graphic organizers to address the identified deficiency.

Person or Persons Responsible

Teachers and Tutors

Target Dates or Schedule

This strategy will take place four times a week during reading instruction throughout the school year.

Evidence of Completion

Teachers will collect completed graphic organizers on a weekly basis.

Action Step 2

Teachers will participate in a Professional Learning Community for the purpose of sharing best practices in Reading Application benchmarks.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Professional Development No Opt days

Evidence of Completion

PLC attendance sheets and agendas.

Facilitator:

PLC Facilitator

Participants:

Teachers

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

Reading Coach and Administration will participate in grade level planning and classroom walk throughs to observe use of graphic organizers.

Person or Persons Responsible

MTSS/RtI Team and Administration

Target Dates or Schedule

Lesson plans will be reviewed weekly for the use of graphic organizers.

Evidence of Completion

Individual student and group work samples will be collected.

Plan to Monitor Effectiveness of G1.B2.S1

Weekly and Unit tests will be given that require students to utilize graphic organizers. Students scoring less than 70% proficiency will be given differentiated instruction in a small group.

Person or Persons Responsible

MTSS/RtI Team and Administration

Target Dates or Schedule

This strategy will be monitored for effectiveness on a bi-monthly basis.

Evidence of Completion

Classroom assessment results will be reviewed.

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B3 The results of the 2013 FCAT 2.0 Reading Test indicate that 41% of students scoring at Level 4 and higher. Our goal is to increase to 46% scoring at Level 4 and higher . This was due to a deficiency in reporting Category IV: Informational Text/Research Process. Students experienced difficulty interpreting graphical information (text features) e.g., graphics, legends, illustrations, diagrams, charts, and keys. They also had difficulty locating, interpreting and organizing information.

G1.B3.S1 Develop utilization plan for the Reading Plus and SuccessMaker Technology Programs in the classroom and in computer labs. Students scoring Levels 4 and above will be placed in a technology program that provides practice in related skills.

Action Step 1

Teachers will participate in SuccessMaker and Reading Plus webinars for the purpose of facilitating program usage.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly as offered

Evidence of Completion

Teachers will submit webinar completion letters to administration.

Facilitator:

SuccessMaker and Reading Plus

Participants:

Teachers

Action Step 2

Utilize Reading Plus and SuccessMaker Technology programs with students scoring FCAT 2.0 Levels 4 or 5.

Person or Persons Responsible

Teachers

Target Dates or Schedule

After the completion of all baseline testing, students in FCAT 2.0 Levels 4 or 5 will be provided an enrichment program usage schedule.

Evidence of Completion

Teachers will provide administration with reading group rosters with technology groups delineated.

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

Technology usage reports will be monitored by administration and reviewed at monthly Leadership Team meetings.

Person or Persons Responsible

Administration

Target Dates or Schedule

This strategy will be monitored for fidelity of implementation on a bi-monthly basis.

Evidence of Completion

Technology program reports will be collected.

Plan to Monitor Effectiveness of G1.B3.S1

Technology program reports will be reviewed at Leadership Team meetings. Students consistently scoring below 70% will be given differentiated instruction in the program through a custom group.

Person or Persons Responsible

Administration

Target Dates or Schedule

Teachers will review cumulative program reports weekly.

Evidence of Completion

Technology program reports will be collected.

G1.B4 The results of the 2013 FCAT 2.0 Reading Test indicate that 68% of students achieved learning gains. Our goal is to increase to 71%. This was due to a deficiency in reporting Category II: Reading Application. Students experienced difficulty identifying main idea, relevant supporting details, inference, chronological order and cause and effect relationships.

G1.B4.S1 Utilize Title III and Title I monies in order to increase the number of students being tutored. Tutors will help students identify causal relationships embedded in text. Tutoring will include opportunities for students to refer to details and examples in a text, and how to differentiate what the text says explicitly and when drawing inferences from text.

Action Step 1

Reading Coach and Administration will secure funding for support of the after school tutorial program. ELL students will be tutored in the area of reading.

Person or Persons Responsible

Reading Coach and Administration

Target Dates or Schedule

Implementation plan will be created and submitted for approval by Title III office in October.

Evidence of Completion

Tutoring Implementation application and plan submitted.

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

Classes will be tutored by grade level in reading, utilizing provided program materials.

Person or Persons Responsible

Administration

Target Dates or Schedule

Class rosters will be faxed to Title III office weekly.

Evidence of Completion

Student work samples and attendance logs.

Plan to Monitor Effectiveness of G1.B4.S1

Students will participate in Unit tests. Students scoring less than 70% proficiency will receive differentiated instruction in deficient skill.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Progress will be assessed every month.

Evidence of Completion

Students will take unit tests.

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B4.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B5 The results of the 2013 FCAT 2.0 Reading Test indicate that 64% of students in the lowest 25% made learning gains. Our goal is to increase the learning gains of the lowest 25% to 68%. This was due to a deficiency in reporting Category I: Vocabulary. Students had difficulty identifying multiple meanings in context, shades of meaning in related words and antonyms and synonyms.

G1.B5.S1 Help students determine meanings of words and phrases as they are used in a text, to help build their general knowledge of word meanings and relationships.

Action Step 1

Provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea or topic. Help students develop tools to identify the overall concept written in the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

This strategy will be implemented daily during the reading/language arts block.

Evidence of Completion

Students develop and maintain a response journal.

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

Conduct walk throughs to observe students working in response journals and accessing tools to identify the overall concept written in the text. Tools include: word walls, context clue chart , concept of definition map and multiple meaning chart.

Person or Persons Responsible

Administration and MTSS/Rtl Team

Target Dates or Schedule

weekly

Evidence of Completion

Response journals Vocabulary graphic organizers

Plan to Monitor Effectiveness of G1.B5.S1

Students will improve scores on vocabulary benchmark tests in Technology program. Students scoring below 70% will receive custom group work in SuccessMaker.

Person or Persons Responsible

MTSS/Rtl and Administration

Target Dates or Schedule

monthly

Evidence of Completion

Technology custom group reports, vocabulary benchmark tests

G1.B6 The results of the 2013 CELLA Test indicate that 41% of students achieved proficiency in Listening/Speaking.

G1.B6.S1 Institute a comprehensive Resource program where ELL students will receive differentiated instruction tailored to their specific proficiency level and utilize modeling, teacher led groups, and use of simple direct language.

Action Step 1

Schedule an ELL pull out teacher to provide differentiated instruction utilizing Listening/Speaking strategies with ELL students.

Person or Persons Responsible

MTSS/Rtl Team ELL Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

ELL teacher Schedule

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

Review class attendance and lesson plans of ELL teacher. Conduct classroom walk throughs to observe differentiated instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Collect monthly attendance logs and student work samples

Plan to Monitor Effectiveness of G1.B6.S1

Participation in collaborative conversations and classroom discussions will be evaluated and ELL grades will be monitored for at least a 70% average. Less than 70% may result in teacher referral for a LEP meeting.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

LEP referrals

G1.B7 The results of the 2013 CELLA Test indicate that 41% of students achieved proficiency in Reading.

G1.B7.S1 Using a Resource model of instruction delivery, provide practice in making inferences and drawing conclusions within and across texts, allowing the use of their native language when appropriate, as well as effective ESOL strategies such as Think-Alouds, graphic organizers, task cards, and story maps.

Action Step 1

During instruction, students will be provided opportunities to participate in think alouds, close reading and collaborative conversations of grade level text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Reading Response Journals

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

Teachers will administer benchmark exams and class grades. Students scoring less than 70% will be added to a custom group in SuccessMaker.

Person or Persons Responsible

MTSS/RtI Team, Administration

Target Dates or Schedule

monthly

Evidence of Completion

Monitor and Review benchmark exams and technology program reports.

Plan to Monitor Effectiveness of G1.B7.S1

Teachers will administer benchmark exams. Students scoring less than 70% will be added to a custom group in SuccessMaker for the deficient skills.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

This strategy will be monitored for effectiveness using the SuccessMaker program reports.

G1.B8 The results of the 2013 CELLA Test indicate that 35% of students achieved proficiency in Writing.

G1.B8.S1 Provide opportunities for the students to revise and refine the draft for clarity and effectiveness through writing prompts. Mini-lessons focusing on difficult grammatical and spelling patterns as well as idiomatic elements will provide specificity of instruction depending on the English and/or writing proficiency level.

Action Step 1

During instruction, students will be guided in developing and using graphic organizers in order to refine the draft for clarity and effectiveness. Students will be given practice in spelling and rules of grammar in the Reading Response Journal.

Person or Persons Responsible

MTSS/RtI Team and LLT

Target Dates or Schedule

Daily during 30 minute writing block

Evidence of Completion

Reading Response journals and monthly writing samples

Facilitator:

PLC Facilitator

Participants:

MTSS/RtI Team and LLT

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

Students will participate in the writing process daily, utilizing a rubric. Student sample writing in the various stages of the process will be collected and reviewed for teacher feedback.

Person or Persons Responsible

MTSS/RtI and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples will be collected.

Plan to Monitor Effectiveness of G1.B8.S1

Students will participate in a monthly writing prompt. Teachers and students will use a rubric to identify writing weaknesses. Identified students will receive individualized instruction through teacher student conferencing.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

This strategy will be monitored for effectiveness on the Monthly writing prompts and teacher conferencing notes.

G2. The results of the 2013 FCAT Writing Test indicate that 82% of students achieved proficiency (Level 3.5). Our goal is to increase to 84%.

G2.B1 Students lack the necessary skills to evaluate the draft for development of ideas and content, logical organization, voice (formal and informal), point of view, word choice and sentence variation.

G2.B1.S1 Have students use revising/editing charts, teacher conferencing, collaborative discussions, or peer editing by: evaluating a draft for the use of ideas and content, rearranging words, sentences, and paragraphs, using appropriate transitions that connect and using collaborative discussions orally building on each other's thoughts and ideas.

Action Step 1

Through daily writing instruction, students will learn how to conduct peer editing utilizing revising/editing charts and rubrics. Teachers will provide feedback on the quality of the draft through the use of teacher conferencing and collaborative discussions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Work samples of the draft in the various stages of the writing process will be collected. Rubrics will be collected.

Facilitator:

PLC facilitator

Participants:

Teachers

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

Teachers will participate in a Professional Learning community and bring best practices in writing instruction.

Person or Persons Responsible

Reading Coach and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples will be collected and reviewed at PLC meeting.

Plan to Monitor Effectiveness of G2.B1.S1

Students will participate in a monthly writing prompt. Teachers will utilize individual conferencing to correct identified deficiencies.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Writing Prompt

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate 63% of students scoring at Level 3 and higher. Our goal is to increase to 83% scoring at Level 3 and higher.

G3.B1 The results of the 2013 FCAT 2.0 Mathematics Test indicate that the Hispanic, ELL, ESE and economically disadvantaged subgroups did not make AMO targets due to a deficiency in Category III: Geometry and Measurement. Students had difficulty understanding geometric knowledge and spatial reasoning to develop foundations for understanding area, volume and surface areas and the use of tools to solve problems involving these measures.. Our goal is to increase to 83% proficient.

G3.B1.S1 During math instruction, provide opportunities for students to: * determine the volume of prisms and determine the surface are of prisms given a graphic or net. * solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of an ordinate plane * perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time.

Action Step 1

Provide contexts for mathematical exploration and the development of students understanding of fractions through the use of manipulatives /models and engaging opportunities for practice.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans small group rosters

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

Administration will conduct classroom walk throughs and observe students in small groups using manipulatives and participating in hands on activities.

Person or Persons Responsible

MTSS/RtI Team and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

group activity worksheets models drawings

Plan to Monitor Effectiveness of G3.B1.S1

Students will be administered benchmark tests. Students scoring less than 70% will be given differentiated instruction in small groups on deficient skill.

Person or Persons Responsible

MTSS/RtI Team and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Benchmark tests

G3.B2 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 26% of students achieved proficiency (Level 3). Our goal is to increase to 41% proficient. This was due to a limited number of third grade students receiving pull out tutoring. There was no third grade math tutoring offered after school.

G3.B2.S1 Increase opportunities for practice in mathematical fluency in the area of base ten and fractions.

Action Step 1

Increase the number of third and fourth grade students offered pull out and push in math tutoring.

Person or Persons Responsible

Teachers and Tutors

Target Dates or Schedule

Targeted tutoring groups will be adjusted after each interim assessment.

Evidence of Completion

Teachers will complete a profile, identifying which programs each student is enrolled.

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

Provide tutoring and keep an attendance roster and student work folders.

Person or Persons Responsible

MTSS/RtI Team and Administration

Target Dates or Schedule

Tutors will take attendance at each session and collect work samples regularly.

Evidence of Completion

Attendance roster and student work samples will be collected.

Plan to Monitor Effectiveness of G3.B2.S1

Teachers will administer and collect weekly assessments. Students progress on weekly tests will be monitored for 70% or above proficiency. Less than 70% accuracy will require students to participate in small group differentiated instruction to review deficient skill.

Person or Persons Responsible

Administration

Target Dates or Schedule

Data will be collected bi-weekly.

Evidence of Completion

Progress Reports will be reviewed by administration.

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B3 The results of the 2013 FCAT 2.0 Mathematics Test indicate 36% of students scoring at Level 4 and higher. Our goal is to increase to 42% scoring at Level 4 and higher. This was due to the fact that third and fourth grade students had great difficulty with fractions.

G3.B3.S1 Develop utilization plan for the Florida Achieves Program in the classroom and in computer labs. Students scoring Levels 4 and 5 will be placed in a targeted group.

Action Step 1

Utilize SuccessMaker Technology program with students scoring FCAT 2.0 Levels 4 or 5.

Person or Persons Responsible

Teachers

Target Dates or Schedule

After the completion of all baseline testing, students in FCAT 2.0 Levels 4 or 5 will be provided an enrichment program usage schedule.

Evidence of Completion

Teachers will provide administration with math group rosters with technology groups delineated.

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

Technology usage reports will be monitored by administration and reviewed at monthly Leadership Team meetings.

Person or Persons Responsible

Administration

Target Dates or Schedule

This strategy will be monitored for fidelity of implementation on a bi-monthly basis.

Evidence of Completion

Technology program reports will be collected.

Plan to Monitor Effectiveness of G3.B3.S1

Technology program reports will be reviewed at Leadership Team meetings. Students consistently scoring below 70% will be given differentiated instruction in the program through a custom group.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Teachers will review cumulative program reports weekly.

Evidence of Completion

Technology program reports will be collected.

Plan to Monitor Fidelity of Implementation of G3.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B4 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 72% of students achieved learning gains. Our goal is to increase to 75%. This was due to a deficiency in fourth grade Category II, Number: Base Ten & Fractions. Students had difficulty understanding decimals, including the connection between fractions and decimals; and generating equivalent fractions and simplifying fractions.

G3.B4.S1 Support mathematical fluency and problem solving skills in the areas of: * relating decimals, fractions and percents; and comparing and ordering fractions and decimals by providing time to practice and apply learned concepts in real-life situations. *multi-digit division and addition and subtraction with fractions, mixed numbers and decimals by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Provide teachers with Common Core Mathematics Training

Person or Persons Responsible

Teachers

Target Dates or Schedule

Professional development no opt days.

Evidence of Completion

Workshop registrations and agendas.

Facilitator:

District Mathematics Department

Participants:

Math Teachers

Action Step 2

Provide whole and small group opportunities for students to practice relating decimals, fractions and percents; and comparing and ordering fractions and decimals. Fifth grade students need practice with multi-digit division and addition and subtraction with fractions, mixed numbers and decimals.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly assessments

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

Teachers will provide benchmark tests that will assess problem solving skills in the areas of fractions, percents and decimals.

Person or Persons Responsible

MTSS/RtI Team and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Unit Tests

Plan to Monitor Effectiveness of G3.B4.S1

Students will be administered benchmark assessments. Students scoring below 70% will be given differentiated instruction in a small group on deficient skill.

Person or Persons Responsible

MTSS/RtI and Administration

Target Dates or Schedule

Weekly according to Pacing Guide

Evidence of Completion

Benchmark assessments Small group work samples

G3.B5 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 61% of students in the lowest 25% made learning gains. Our goal is to increase the learning gains of the lowest 25% to 65%. Students in third grade scored the lowest in reporting Category II: Number: Fractions, while fourth grade students scored lowest in Number: Base 10 and Fractions.

G3.B5.S1 Provide opportunities for students to: identify a fraction from an area or set model, or vice versa compare and order fractions with like denominators using a model identify an equivalent fraction for one-half and one fourth using a model Support mathematical fluency and problem solving skills in the areas of: properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Teachers will participate in Common Core Mathematics Training.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Professional Development No Opt Days

Evidence of Completion

Training sign in and agenda

Facilitator:

District Math Facilitators

Participants:

Math Teachers

Action Step 2

Teachers will provide students numerous opportunities to work in the area of fractions, utilizing manipulatives to assist students in applying learned concepts in real-life situations. Teachers will participate in PLC to collaborate on best practices.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing when presented in pacing guide

Evidence of Completion

work samples

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

Teachers will bring work samples and best practice ideas to PLC for discussion and sharing.

Person or Persons Responsible

MTSS/Rtl and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC attendance roster

Plan to Monitor Effectiveness of G3.B5.S1

Students will participate in benchmark testing in the area of fractions. Students scoring below 70% will be placed in custom groups in SuccessMaker or small groups with teacher.

Person or Persons Responsible

MTSS/Rtl and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Technology reports Student work samples

G4. The results of the 2013 FCAT 2.0 Science Test indicate 63% scoring at Level 3 and higher. Our goal is to increase to 67% scoring at Level 3 and higher.

G4.B1 The results of the 2013 FCAT 2.0 Science Test indicate that 16% of students achieved proficiency (Level 3). The lowest performing category was Nature of Science. Students had difficulty formulating testable questions and evaluating investigations and experiments.

G4.B1.S1 Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic.

Action Step 1

Teachers will attend training on various scientific topics.

Person or Persons Responsible

Fifth grade teachers

Target Dates or Schedule

Professional Development days

Evidence of Completion

Workshop registration and agenda

Facilitator:

Science Department

Participants:

Fifth Grade Teachers

Action Step 2

Teachers will implement essential laboratories and share best practices at weekly grade level meeting.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Students will participate in labs on a weekly basis.

Evidence of Completion

Teachers will collect lab activity sheets which will indicate participation in inquiry based learning.

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

Administration will perform classroom walkthroughs and observe students participating in hands on lab activities.

Person or Persons Responsible

MTSS/Rtl and Administration

Target Dates or Schedule

This strategy will be monitored for fidelity of implementation weekly.

Evidence of Completion

Evidence of fidelity of implementation will be evaluated using student work samples and lab sheets.

Plan to Monitor Effectiveness of G4.B1.S1

Teachers will evaluate students progress on Science Interim tests. Students scoring below 70% will receive differentiated instruction in a technology program.

Person or Persons Responsible

MTSS/Rtl and Teachers

Target Dates or Schedule

Students will participate in a Fall and Winter Interim.

Evidence of Completion

Evidence of effectiveness of strategy will be evaluated using Science Interims and Technology program reports.

G4.B2 The results of the 2013 FCAT 2.0 Science Test indicate that 47% of students achieved proficiency Levels 4 and above. The highest performing category was Earth and Space Science.

G4.B2.S1 Promote the use of instructional technology (e.g., Gizmos, Florida Achieve FOCUS) to enrich and remediate student conceptual understanding of topics being addressed.

Action Step 1

Assign students to technology program to review and rehearse scientific concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Baseline Assessment

Evidence of Completion

Technology program reports

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

Review Technology program usage reports

Person or Persons Responsible

MTSS/RtI Team and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Technology program reports

Plan to Monitor Effectiveness of G4.B2.S1

Students will participate in benchmark testing. Students scoring below 70% will be assigned to a differentiated group on deficient topic.

Person or Persons Responsible

MTSS/RtI Team and Administration

Target Dates or Schedule

After Baseline, Fall and Winter Interim testing

Evidence of Completion

benchmark test results

G5. Dante B. Fascell's goal is to provide students with the opportunity to increase participation in STEM related activities.

G5.B1 A limited number of STEM experiences were provided to students. There was no school wide Science FAIR held in the 2012-2013 school year.

G5.B1.S1 The school will increase the number of students participating in a school wide science fair. Teachers will also increase the number of student centered lab activities.

Action Step 1

Through daily instruction, teachers will provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.

Person or Persons Responsible

Teachers

Target Dates or Schedule

daily

Evidence of Completion

Science Lab sheets

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

Administration will conduct walk throughs during Science instruction to observe students participating in labs. Teachers will share best practices in the Science PLC.

Person or Persons Responsible

MTSS/Rtl and Administrator

Target Dates or Schedule

Ongoing

Evidence of Completion

Science Lab sheets PLC attendance roster

Plan to Monitor Effectiveness of G5.B1.S1

Students will be given science fair entry criteria and required to submit a project for the school wide Science Fair. Selected top entrants will be entered into the District Science Fair.

Person or Persons Responsible

MTSS/RtI Team and Administration

Target Dates or Schedule

April

Evidence of Completion

Science benchmark tests Science fair grades District Science fair entry

G5.B2 Only 50 students participated in a science themed field trip in the 2012-2013 school year.

G5.B2.S1 Provide opportunities for students to attend and participate in Science related activities.

Action Step 1

Teachers will be encouraged to select Science themed virtual field trips and physical locations for field trips.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Field Trip request roster Discovery Science lessons

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Administration will monitor the location requests for field trips, and allow more students to attend than attended last year.

Person or Persons Responsible

MTSS/RtI Team and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Field Trip Rosters

Plan to Monitor Effectiveness of G5.B2.S1

Administer Science benchmark tests. Students scoring below 70% will receive individualized instruction in the deficient skill.

Person or Persons Responsible

MTSS/RtI Team and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Science benchmark tests

G6. Dante B. Fascell will increase our effectiveness in identifying students who are falling behind early enough to provide appropriate interventions and supports.

G6.B1 During the 2012-2013 school year, 5% of students missed 10% or more of the school year.

G6.B1.S1 Parents may not be aware of M-DCPS' attendance policy; therefore, an Attendance Review Committee will meet on a quarterly basis to address truancy-related issues.

Action Step 1

Attendance policies will be reviewed with parents during Open House; furthermore, Daily Attendance Bulletin will be reviewed.

Person or Persons Responsible

Administration, school counselor and social worker, Attendance Committee, teachers

Target Dates or Schedule

September 3rd and weekly thereafter

Evidence of Completion

The Quarterly Average Daily Attendance reports, daily Attendance Bulletins, and File Download Manager.

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

Administration and the registrar will review the Daily Attendance Bulletin to identify possible at risk students.

Person or Persons Responsible

Administration, Attendance Review Committee

Target Dates or Schedule

Daily

Evidence of Completion

Notes taken on the Attendance Bulletin; log of home visits from CIS.

Plan to Monitor Effectiveness of G6.B1.S1

Daily Attendance Bulletin

Person or Persons Responsible

Administration, Attendance Committee

Target Dates or Schedule

The Attendance Committee will meet on a monthly or as needed basis.

Evidence of Completion

Meeting agenda

G6.B2 During the 2012-2013 school year, 1% of students were retained.

G6.B2.S1 Low-scoring reading and math students will be referred to pull-out tutoring.

Action Step 1

Students will be grouped by deficiency and tutored in the areas of math and/or reading.

Person or Persons Responsible

Hourly tutors and teachers

Target Dates or Schedule

Tutoring will begin in early October 2013, for all grades, and will run until the week prior to the start of FCAT (April 2014).

Evidence of Completion

Attendance rosters; student work samples

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

Review assessment data, monitor rosters, impromptu walk-throughs

Person or Persons Responsible

Administration and MTSS/Rtl Team

Target Dates or Schedule

Ongoing through FCAT (April 2014)

Evidence of Completion

Assessment data, attendance rosters, impromptu walk-throughs

Plan to Monitor Effectiveness of G6.B2.S1

Assessment data

Person or Persons Responsible

Administration and MTSS/Rtl Team

Target Dates or Schedule

Upon completion of IA and other school-wide/grade level-wide assessments (i.e., FAIR, FLKRS)

Evidence of Completion

MTSS/Rtl Team agendas

G6.B3 During the 2012-2013 school year, 14% of students were not proficient by grade 3.

G6.B3.S1 Low-scoring reading and math students will be referred to pull-out tutoring.

Action Step 1

Students will be grouped by deficiency and tutored in the areas of math and/or reading.

Person or Persons Responsible

Hourly tutors and teachers

Target Dates or Schedule

Tutoring will begin in early October 2013, for all grades, and will run until the week prior to the start of FCAT (April 2014).

Evidence of Completion

Attendance rosters; student work samples

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

Review assessment data, monitor rosters, impromptu walk-throughs

Person or Persons Responsible

Administration and MTSS/Rtl Team

Target Dates or Schedule

Ongoing weekly through FCAT (April 2014)

Evidence of Completion

Assessment data, attendance rosters, impromptu walk-throughs

Plan to Monitor Effectiveness of G6.B3.S1

Assessment data

Person or Persons Responsible

Administration and MTSS/Rtl Team

Target Dates or Schedule

Upon completion of IA and other school-wide/grade level-wide assessments (i.e., FAIR, FLKRS)

Evidence of Completion

MTSS/Rtl Team agendas

G6.B4 During the 2012-2013 school year, 2% of students had 2 or more behavior referrals and 0.2% had one or more referrals that led to suspension.

G6.B4.S1 Most behavioral infractions occurred during lunchtime, in the cafeteria; therefore, unscheduled, administrative walk-throughs will be implemented.

Action Step 1

At unscheduled times throughout the school year.

Person or Persons Responsible

Administration, Security

Target Dates or Schedule

Weekly (admins); Daily (security)

Evidence of Completion

Lowered number of behavior referrals and SCAMS

Plan to Monitor Fidelity of Implementation of G6.B4.S1

Evaluation of SCAMS

Person or Persons Responsible

Administration

Target Dates or Schedule

On a monthly or as needed basis

Evidence of Completion

Lowered number of behavior referrals and SCAMS

Plan to Monitor Effectiveness of G6.B4.S1

Lowered number of behavior referrals and SCAMS

Person or Persons Responsible

Administration

Target Dates or Schedule

On an as needed basis

Evidence of Completion

Lowered number of behavior referrals and SCAMS

Coordination and Integration

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

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

Title I, Part A

At Dante B. Fascell Elementary (DBFE), before and after-school programs or summer school services are provided to ensure students requiring additional remediation are assisted. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Our Title I funded Community Involvement Specialist (CIS), serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes. The reading Coach identifies and analyzes existing literature on scientifically based curriculum and intervention approaches. Systematic patterns of student need are identified, while working with district personnel to identify appropriate, evidence-based intervention strategies. The Reading Coach assists with whole school screening programs that provide early intervening services for children to be

considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. The school involves parents in the planning and implementation

of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Parental engagement/involvement is increased through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Title II

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

- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL), focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III:

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

- tutorial programs (K-5)
- parent outreach activities (K-5) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- reading and supplementary instructional materials(K-5)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title X: Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled,

Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- The counselor has been identified as the school based homeless coordinator trained on the McKinney-Vento Law,

ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

- 1) DBFE 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.

Housing Programs

N/A

Head Start

N/A

Career and Technical Education

N/A

Job Training N/A

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS enhances the health education activities provided by the schools and by the health department. HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.
- Anti-Defamation League (ADL) No Place for Hate Program-partnership with the ADL that provides educators and students with the resources to ensure that anti-bias and diversity education is included within the school curriculum. No Place for Hate helps to create and sustain inclusive school environments where all students feel valued and have the opportunity to succeed by promoting respect for individual differences while challenging bigotry and prejudice.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicate 68% of all students scoring at Level 3 and higher. Our goal is to increase to 82% scoring at Level 3 and higher .

G1.B1 The results of the 2013 FCAT 2.0 Reading Test indicate that the Hispanic, ELL, ESE and economically disadvantaged subgroups did not make AMO targets due to a deficiency in reporting Category I: Vocabulary. Students experienced difficulties in identifying context clues to derive meaning from text. Results indicate only 68% of all students made the AMO target. The 2014 target for all students is 82%.

G1.B1.S1 Targeted students will participate in push in, pull out, after school and before school tutoring that will provide practice in deriving meaning from text.

PD Opportunity 1

Students representing all AMO target subgroups will be placed in at least one tutorial for the purpose of differentiated instruction in identified deficiencies.

Facilitator

Reading Coach

Participants

Teachers and Tutors

Target Dates or Schedule

Quarterly

Evidence of Completion

Teachers will complete a profile, identifying which programs each student is enrolled.

G1.B2 The results of the 2013 FCAT 2.0 Reading Test indicate that 26% of the students achieved proficiency Level 3. Our goal is to increase to 37%. This was due to a deficiency in reporting Category III: Literary Analysis/Fiction/Nonfiction. Students experienced difficulties in recognizing elements of story structure- character development, setting, plot, and problem solution.

G1.B2.S1 Students will increase their use of graphic organizers such as: story map, main idea table, sequence chain, cause/effect chain and one sentence summaries.

PD Opportunity 1

Teachers will participate in a Professional Learning Community for the purpose of sharing best practices in Reading Application benchmarks.

Facilitator

PLC Facilitator

Participants

Teachers

Target Dates or Schedule

Professional Development No Opt days

Evidence of Completion

PLC attendance sheets and agendas.

G1.B3 The results of the 2013 FCAT 2.0 Reading Test indicate that 41% of students scoring at Level 4 and higher. Our goal is to increase to 46% scoring at Level 4 and higher . This was due to a deficiency in reporting Category IV: Informational Text/Research Process. Students experienced difficulty interpreting graphical information (text features) e.g., graphics, legends, illustrations, diagrams, charts, and keys. They also had difficulty locating, interpreting and organizing information.

G1.B3.S1 Develop utilization plan for the Reading Plus and SuccessMaker Technology Programs in the classroom and in computer labs. Students scoring Levels 4 and above will be placed in a technology program that provides practice in related skills.

PD Opportunity 1

Teachers will participate in SuccessMaker and Reading Plus webinars for the purpose of facilitating program usage.

Facilitator

SuccessMaker and Reading Plus

Participants

Teachers

Target Dates or Schedule

Monthly as offered

Evidence of Completion

Teachers will submit webinar completion letters to administration.

G1.B8 The results of the 2013 CELLA Test indicate that 35% of students achieved proficiency in Writing.

G1.B8.S1 Provide opportunities for the students to revise and refine the draft for clarity and effectiveness through writing prompts. Mini-lessons focusing on difficult grammatical and spelling patterns as well as idiomatic elements will provide specificity of instruction depending on the English and/or writing proficiency level.

PD Opportunity 1

During instruction, students will be guided in developing and using graphic organizers in order to refine the draft for clarity and effectiveness. Students will be given practice in spelling and rules of grammar in the Reading Response Journal.

Facilitator

PLC Facilitator

Participants

MTSS/RtI Team and LLT

Target Dates or Schedule

Daily during 30 minute writing block

Evidence of Completion

Reading Response journals and monthly writing samples

G2. The results of the 2013 FCAT Writing Test indicate that 82% of students achieved proficiency (Level 3.5). Our goal is to increase to 84%.

G2.B1 Students lack the necessary skills to evaluate the draft for development of ideas and content, logical organization, voice (formal and informal), point of view, word choice and sentence variation.

G2.B1.S1 Have students use revising/editing charts, teacher conferencing, collaborative discussions, or peer editing by: evaluating a draft for the use of ideas and content, rearranging words, sentences, and paragraphs, using appropriate transitions that connect and using collaborative discussions orally building on each other's thoughts and ideas.

PD Opportunity 1

Through daily writing instruction, students will learn how to conduct peer editing utilizing revising/editing charts and rubrics. Teachers will provide feedback on the quality of the draft through the use of teacher conferencing and collaborative discussions.

Facilitator

PLC facilitator

Participants

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Work samples of the draft in the various stages of the writing process will be collected. Rubrics will be collected.

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate 63% of students scoring at Level 3 and higher. Our goal is to increase to 83% scoring at Level 3 and higher.

G3.B4 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 72% of students achieved learning gains. Our goal is to increase to 75%. This was due to a deficiency in fourth grade Category II, Number: Base Ten & Fractions. Students had difficulty understanding decimals, including the connection between fractions and decimals; and generating equivalent fractions and simplifying fractions.

G3.B4.S1 Support mathematical fluency and problem solving skills in the areas of: * relating decimals, fractions and percents; and comparing and ordering fractions and decimals by providing time to practice and apply learned concepts in real-life situations. *multi-digit division and addition and subtraction with fractions, mixed numbers and decimals by providing time to practice and apply learned concepts in real-life situations.

PD Opportunity 1

Provide teachers with Common Core Mathematics Training

Facilitator

District Mathematics Department

Participants

Math Teachers

Target Dates or Schedule

Professional development no opt days.

Evidence of Completion

Workshop registrations and agendas.

G3.B5 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 61% of students in the lowest 25% made learning gains. Our goal is to increase the learning gains of the lowest 25% to 65%. Students in third grade scored the lowest in reporting Category II: Number: Fractions, while fourth grade students scored lowest in Number: Base 10 and Fractions.

G3.B5.S1 Provide opportunities for students to: identify a fraction from an area or set model, or vice versa compare and order fractions with like denominators using a model identify an equivalent fraction for one-half and one fourth using a model Support mathematical fluency and problem solving skills in the areas of: properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations.

PD Opportunity 1

Teachers will participate in Common Core Mathematics Training.

Facilitator

District Math Facilitators

Participants

Math Teachers

Target Dates or Schedule

Professional Development No Opt Days

Evidence of Completion

Training sign in and agenda

G4. The results of the 2013 FCAT 2.0 Science Test indicate 63% scoring at Level 3 and higher. Our goal is to increase to 67% scoring at Level 3 and higher.

G4.B1 The results of the 2013 FCAT 2.0 Science Test indicate that 16% of students achieved proficiency (Level 3). The lowest performing category was Nature of Science. Students had difficulty formulating testable questions and evaluating investigations and experiments.

G4.B1.S1 Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic.

PD Opportunity 1

Teachers will attend training on various scientific topics.

Facilitator

Science Department

Participants

Fifth Grade Teachers

Target Dates or Schedule

Professional Development days

Evidence of Completion

Workshop registration and agenda

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT 2.0 Reading Test indicate 68% of all students scoring at Level 3 and higher. Our goal is to increase to 82% scoring at Level 3 and higher .	\$35,000
Total		\$35,000

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Total
Title III	\$5,000	\$0	\$5,000
Title I	\$0	\$30,000	\$30,000
Total	\$5,000	\$30,000	\$35,000

Budget Details

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicate 68% of all students scoring at Level 3 and higher. Our goal is to increase to 82% scoring at Level 3 and higher .

G1.B1 The results of the 2013 FCAT 2.0 Reading Test indicate that the Hispanic, ELL, ESE and economically disadvantaged subgroups did not make AMO targets due to a deficiency in reporting Category I: Vocabulary. Students experienced difficulties in identifying context clues to derive meaning from text. Results indicate only 68% of all students made the AMO target. The 2014 target for all students is 82%.

G1.B1.S1 Targeted students will participate in push in, pull out, after school and before school tutoring that will provide practice in deriving meaning from text.

Action Step 2

Students representing all AMO target subgroups will be placed in at least one tutorial for the purpose of differentiated instruction in identified deficiencies.

Resource Type

Evidence-Based Program

Resource

Hourly Tutors will be hired to provide pull out tutoring.

Funding Source

Title I

Amount Needed

\$30,000

G1.B4 The results of the 2013 FCAT 2.0 Reading Test indicate that 68% of students achieved learning gains. Our goal is to increase to 71%. This was due to a deficiency in reporting Category II: Reading Application. Students experienced difficulty identifying main idea, relevant supporting details, inference, chronological order and cause and effect relationships.

G1.B4.S1 Utilize Title III and Title I monies in order to increase the number of students being tutored. Tutors will help students identify causal relationships embedded in text. Tutoring will include opportunities for students to refer to details and examples in a text, and how to differentiate what the text says explicitly and when drawing inferences from text.

Action Step 1

Reading Coach and Administration will secure funding for support of the after school tutorial program. ELL students will be tutored in the area of reading.

Resource Type

Personnel

Resource

After school tutors

Funding Source

Title III

Amount Needed

\$5,000