2013-2014 SCHOOL IMPROVEMENT PLAN

Sweetwater Elementary School

10655 SW 4TH ST

Miami, FL 33174

305-559-1101

http://sweetwaterelementary.dadeschools.net/

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	Yes	96%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	100%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Sweetwater Elementary School

Principal

Janet P. Olivera

School Advisory Council chair

Maljamy Duncan

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

Name	Title
Morris Gil	Assistant Principal
Ana De Solo	Counselor
Cristina Rodriguez	Technology Liaison
Maria Cartaya	SPED/ Mathematics Liaison
Beatriz Martinez-Osorio	Reading Liaison
Ana Rojo	Science Liaison
Angelica Hernandez	Social Studies Liaison
Maritza Prieto	ESOL Liaison
Marlene Gafcovich	Media Specialist
Ana Fernandez-Ojalvo	PD Liaison
Michelle Solis-Diaz	School Psychologist
Anay Pardo	Staffing Specialist

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal-1, UTD Steward-1 Teachers-5, Parents-5, Business/Community Representative-3, Educational Support- 1, Student-1, Alternates: Principal-1, Teacher-1, Parent-1, Educational Support-1, Student-1

Involvement of the SAC in the development of the SIP

Members of the EESAC committee participated in the training sessions offered last May regarding the development and writing of the SIP document. Based on teacher feedback regarding the goals and strategies implemented in the previous SIP plan, new goals and strategies have been developed. Draft reviews are conducted before final submission for further input from all stakeholders.

Activities of the SAC for the upcoming school year

The Educational Excellence School Advisory Council will assist and support the school in the implementation of the School Improvement Plan. Specifically, the EESAC will provide input to continue to improve parent involvement in academically oriented activities. As always, the committee will monitor and provide input on the progress of the SIP goals, all Interim and benchmark assessments, and school's budget.

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

EESAC funds will be utilized to support school goals. The EESAC has approximately $8,312.00 to purchase computer software for the primary grades. The selection of the exact materials has yet to be determined by our EESAC.

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

Not applicable

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:

Janet P. Olivera		
Principal	Years as Administrator: 10	Years at Current School: 4

Credentials	Bachelor of Arts English and Education Master of Science Elementary Education Endorsement Educational Leadership Certification School Principal K-12
Performance Record	School Grade 13 12 11 10 *09 C B A A A Rdg Proficiency, 53% 58% 74% 78% 83% Math Proficiency 58% 52% 74% 78% 85% Rdg. Learning Gains 69 75 72 67 76 Math Learning Gains 58 59 59 59 59 Rdg. Imp. of Lowest 25% 83 76 80 50 70 Math Imp. of Lowest 25% 64 70 69 65 68 AMO Hispanic Reading N Y Mathematics Y N AMO ELL Reading N Y Mathematics Y N AMO SWD Reading N N Mathematics N N AMO ED Reading N Y Mathematics Y N * In 2009, Ms. Olivera was the Assistant Principal of Dr. Manuel C. Barriero Elementary School

Morris Gil		
Asst Principal	Years as Administrator: 4	Years at Current School: 4

Credentials	Bachelor of Science POLITICAL SCIENCE, COMPUTER SCIENCE, Master of Science MG SOCIAL SCI, ED LEADERSHIP
Performance Record	School Grade 13 12 11 10 09 C B A A NA Rdg Proficiency, 53% 58% 74% 78% NA Math Proficiency 58% 52% 74% 78% NA Rdg. Learning Gains 69 75 72 67 NA Math Learning Gains 58 59 59 59 NA Rdg. Imp. of Lowest 25% 83 76 80 50 NA Math Imp. of Lowest 25% 64 70 69 65 NA AMO Hispanic Reading N Y Mathematics Y N AMO ELL Reading N Y Mathematics Y N AMO SWD Reading N N Mathematics N N AMO ED Reading N Y Mathematics Y N NOTE: Mr. Gil worked for the Office of Professional Development during the 2009 school year and did not earn a score.

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers

60

 # receiving effective rating or higher
60, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
60, 100%

 # ESOL endorsed
51, 85%

 # reading endorsed
3, 5%

 # with advanced degrees
29, 48%

 # National Board Certified
3, 5%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
2, 3%

 # with 6-14 years of experience
24, 40%

 # with 15 or more years of experience
33, 55%

Education Paraprofessionals

# of paraprofessionals
6

 # Highly Qualified
6, 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

The instructional staff strives to maintain their Highly Qualified status by continually participating in appropriate professional development for their professional growth. Sweetwater Elementary enjoys a

very low teacher turnover rate; most teachers only leave the school upon reaching retirement. When new positions open, the administration screens candidates carefully to ensure the most qualified individual is selected for the position. Additionally, the administration strives to maintain a professional work environment with open lines of communication among all members of the faculty and staff. Highly qualified teachers that form an integral part of the decision-making process in the school are more likely to stay at that site.

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

Sweetwater Elementary utilizes veteran teachers to mentor new teachers to the school, as well as, teachers that are in the beginning years of their career. School site teachers that have completed MINT training are paired with less experienced staff or teachers that may be new to the school site through transfer or surplus. Whenever possible the pairings are made within departments or focus on the instructional grade level taught. Mentor teachers will model exemplary teaching strategies and techniques for mentee staff as needed.

Administrators will also facilitate in-house professional growth opportunities for staff based on observations from daily walk-throughs and formal observations.

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

Sweetwater Elementary School's MTSS/RtI Leadership Team will focus meetings around one question: How
do we provide each individual student with an instructional program tailored to address his/her needs in order for the child to meet success? The members of the team are as follows: Janet Olivera, principal, Morris Gil, AP, Ana de Solo, counselor, Michelle-Solis Diaz, psychologist, and the individual teacher whose students are being discussed. The team will meet monthly to engage in the following activities:
Review all available benchmark data and link to instructional decisions.
Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.
Provide staff with support via professional development, modeling lessons, and resource materials.
Communicate clearly and openly with all staff members regarding the progress of students, procedures, and
school-wide goals.

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

School Psychologist: Michelle Solis-Diaz
Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans;
provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Cheryl Akerman
Educates the team in the role language plays in curriculum, assessment, and instruction, as a
basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of
student need with respect to language skills
School Counselor/School Social Worker: Ana De Solo/ Amy Fonseca
Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to
link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The Leadership Team will meet with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the SIP. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; The MTSS/RtI Team will serve as a monitoring body for the implementation, with fidelity, of the instructional strategies and intervention program for all students. Monthly Leadership Meetings will serve as the formal setting for the monitoring of the SIP and Intervention programs.

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

Sweetwater Elementary School's MTSS/RtI will utilize information from all sources of data to guide decisions
and policies for all students to adjust instructional strategies and focus; adjust behavior management strategies; target professional development; and adjust resources to maximize the potential of all team members. In addition to the items listed before assessments from both the McGraw-Hill Wonders reading series and the Go Math Common Core series will be utilized to monitor student learning.
Baseline data:
Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR),
Florida Comprehensive Assessment Test (FCAT 2.0), Stanford Achievement Tests (SAT) STAR,
Baseline Edusoft tests, student grades, Student Case Management System, referrals, and attendance.
Midyear:
FAIR, Diagnostic Assessment for Reading (DAR), Interim assessments, Student Case Management System,
referrals, and attendance.
End of year:
FAIR, FCAT 2.0 , Stanford Achievement Tests (SAT) STAR, Interim Assessments, student grades,
Student
Case Management
System, referrals, and attendance.
Data will be utilized to drive instructional decisions and professional development.

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

Sweetwater Elementary School's staff will attend district professional development and will receive support
which includes: Professional Development (PD) will be provided during teachers' common planning time

and small sessions will occur throughout the year, including the teacher professional development days. The MTSS/RtI team will also evaluate additional staff PD as needed during the monthly Leadership Team meetings.

The administration will ensure participation and compliance with all levels of the MTSS/RtI process via observation and feedback regarding interventions, through regular discussion of the process at faculty meetings, and individual conversations with faculty regarding their students. Dialogue will also be maintained with the student services personnel from the District.

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: 6,000

Third grade students participating in the After School Care Program and ENLACE grant sponsored program, receive 30 minutes of additional reading instruction per day

Strategy Purpose(s)

- Instruction in core academic subjects

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

The ENLACE program provides students with both pre and post tests to determine student growth.

Who is responsible for monitoring implementation of this strategy?

The ENLACE site coordinator will monitor the implementation and efficacy of the tutorial reading program.

Literacy Leadership Team (LLT)

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

Name	Title
Janet P. Olivera	Principal
Morris Gil	Assistant Principal
Ana Fernandez-Ojalvo	PD Liaison
Maria Cartaya	SPED Liaison
Cristina Rodriguez	Technology Liaison
Marlene Gafcovich	Media Specialist
Beatriz Martinez-Osorio	Reading Liaison

How the school-based LLT functions

Sweetwater Elementary School Literacy Leadership Team will meet on a monthly basis. All team members
will apply the Florida Continuous Improvement Model as the process for assessing and improving instructional delivery for students. Meeting minutes will be maintained in the School-wide Data Binder along with all assessment information. The principal will provide necessary resources to the LLT. The assistant principal will facilitate and coordinate all resources to implement the reading curriculum for Sweetwater Elementary. The administration will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading liaison in collaboration with the media specialist and pd liaison will foster a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.

Major initiatives of the LLT

The major initiative of the 2013-14 school term will be to assist teachers with the transition to Common Core Standards. An in-depth study of the lesson implementation and planning for the new McGraw-Hill reading series adoption will take place throughout the year by both horizontal and vertical teams.

Every Teacher Contributes to Reading Instruction

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

Every instructional staff member will support reading improvement via cross curricular participation. Regardless of the subject matter taught, the entire school will focus on two research-based strategies that can be incorporated in their lessons. In preparation for the opening of school, teachers were provided with professional development that focused on research-based strategies that would support student growth in reading comprehension. The administration will utilize both formal and informal observations to ensure the implementation of these strategies are consistent throughout all subject areas and grade levels.

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 Sweetwater Elementary 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. Sweetwater Elementary will establish the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the center directors of neighborhood centers. Neighborhood and school site Pre-K teachers will come together with kindergarten teachers in the fall and summer for a facilitated discussion focusing on student performance, effective instructional methods, and developmental expectations.

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	61%	53%	No	65%
American Indian				
Asian				
Black/African American				
Hispanic	61%	53%	No	65%
White				
English language learners	46%	42%	No	51%
Students with disabilities	38%	22%	No	44%
Economically disadvantaged	60%	53%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	106	25%	35%
Students scoring at or above Achievement Level 4	112	26%	30%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		69%	72%
Students in lowest 25% making learning gains (FCAT 2.0)		83%	85%

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)	244	52%	57%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	143	31%	38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	159	34%	41%

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	70	52%	57%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		

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	64%	58%	Yes	68%
American Indian				
Asian				
Black/African American				
Hispanic	64%	58%	Yes	68%
White				
English language learners	60%	55%	Yes	64%
Students with disabilities	44%	31%	No	50%
Economically disadvantaged	63%	57%	Yes	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	131	30%	39%
Students scoring at or above Achievement Level 4	109	25%	29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		58%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		64%	68%

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	43	29%	33%
Students scoring at or above Achievement Level 4	27	18%	20%

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		4
Participation in STEM-related experiences provided for students	250	83%	86%

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	68	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	29	3%	2%
Students who are not proficient in reading by third grade	80	54%	49%
Students who receive two or more behavior referrals	36	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. The results of the FCAT 2.0 Reading Test indicate overall 53% of students in grades 3-5 achieved proficiency. Our goal for 2014 is to increase the percentage of all students in grades 3-5 achieving proficiency by 12 percentage points to 65%

G2. The results of the 2013 FCAT 2.0 Writing assessment indicate that 52% of students achieved proficiency Level 4. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 4 by 5 percentage points to 57%.

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate 30% of all students achieved proficiency Level 3. Our goal for 2014 is to increase the percentage of all students achieving proficiency Level 3 by 3 percentage points to 33%.

G4. The results of the 2013 FCAT 2.0 Science Test indicate 29% of students achieved proficiency Level 3. Our goal for 2014 is to increase the percentage of students achieving proficiency Level 3 by 4 percentage points to 33%.

G5. During 2012-2013 student participation in 2 STEM activities was at 83%. Our goal for 2013-2014 is to provide 4 STEM activities and increase student participation by 3 percentage points to 86%.

G6. In order to improve student achievement in 2014, our goal is to decrease the percentage of students in the following categories: 10 or more absences, 2 or more referrals, suspensions, retentions, and non reading proficient by grade 3.

Goals Detail

G1. The results of the FCAT 2.0 Reading Test indicate overall 53% of students in grades 3-5 achieved proficiency. Our goal for 2014 is to increase the percentage of all students in grades 3-5 achieving proficiency by 12 percentage points to 65%

Targets Supported

Resources Available to Support the Goal

- Success Maker Wonders Common Core Reading Series Common Core Coach for Reading

- ELL materials from the Wonders Common Core Reading Series , Imagine Learning

- Wonder Works Intervention Program, Success Maker Intervention Program, Imagine Learning

- Success Maker, Reading Plus

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 FCAT 2.0 Reading assessment was Reporting Category 2 Reading Application. (LA.3.1.7.3) The students had difficulty determining explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events; (LA.4.1.7.3) summarizing, and paraphrasing; and (LA.5.1.7.3) essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details; CCSS. ELA-RL 3.1, 4.1, and 5,1.

- The results of the 2013 FCAT 2.0 Reading Test indicate that 53% of Hispanic students achieved proficiency levels. The challenge is to increase the percentage of Hispanic students achieving proficiency levels by 12 percentage points to 65%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading assessment was Reporting Category 2 Reading Application. (LA.3.1.7.3) The students had difficulty determining explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events; (LA.4.1.7.3) summarizing, and paraphrasing; and (LA.5.1.7.3) essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details; CCSS. ELA-RL 3.1, 4.1, and 5,1.

- The results of the 2013 FCAT 2.0 Reading Test indicate that 42% of ELL students achieved proficiency levels The challenge is to increase the percentage of ELL students achieving proficiency levels by 9 percentage points to 51%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading assessment was Reporting Category 2 Reading Application. (LA.3.1.7.3) The student had difficulty determining explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events; (LA.4.1.7.3) summarizing, and paraphrasing; and (LA.5.1.7.3) essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details; CCSS. ELA-RL 3.1, 4.1, and 5,1.

- The results of the 2013 FCAT 2.0 Reading Test indicate that 22% of students in the SPED subgroup achieved proficiency. The challenge is to increase the percentage of students in the SPED subgroup achieving proficiency by 22 percentage points to 44%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading assessment was Reporting Category 2 Reading Application. (LA.3.1.7.3) The student had difficulty determining explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events; (LA.4.1.7.3) summarizing, and paraphrasing; and (LA.5.1.7.3) essential message in grade level text through inferring, paraphrasing, summarizing, and identifying relevant details; CCSS. ELA-RL 3.1, 4.1, and 5.1.

- The results of the 2013 FCAT 2.0 Reading Test indicate that 53% of ED students achieved proficiency levels The challenge is to increase the percentage of ELL students achieving

proficiency levels by 11 percentage points to 64%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading assessment was Reporting Category 2 Reading Application. (LA.3.1.7.3) The student had difficulty determining explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events; (LA.4.1.7.3) summarizing, and paraphrasing; and (LA.5.1.7.3) essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details; CCSS. ELA-RL 3.1, 4.1, and 5.1.

- The results of the 2013 FCAT 2.0 Reading assessment indicate that 25% of students achieved proficiency Level 3. The challenge is to increase the percentage of students achieving proficiency Level 3 by 3 percentage points to 28%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading assessment was Reporting Category 2 Reading Application. (LA.3.1.7.3) The students had difficulty determining explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events; (LA.4.1.7.3) summarizing, and paraphrasing; and (LA.5.1.7.3) essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details; CCSS. ELA-RL 3.1, 4.1, and 5,1.

- The results of the 2013 FCAT 2.0 Reading Test indicate that 26% of students achieved proficiency Level 4-5. The challenge is to increase the percentage of students achieving proficiency Level 4-5 by 1 percentage points to 27%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading assessment was Reporting Category 2 Reading Application. (LA.3.1.7.3) The students had difficulty determining explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events; (LA.4.1.7.3) summarizing, and paraphrasing; and (LA.5.1.7.3) essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details; CCSS. ELA-RL 3.1, 4.1, and 5,1.

- The results of the 2013 FCAT 2.0 Reading assessment indicate that 69% of students achieved Learning Gains. The challenge is to increase the percentage of students achieving an annual Learning Gain by 3 percentage points to 72%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading assessment was Reporting Category 2 Reading Application. (LA.3.1.7.3) The students had difficulty determining explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events; (LA.4.1.7.3) summarizing, and paraphrasing; and (LA.5.1.7.3) essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details; CCSS. ELA-RL 3.1, 4.1, and 5,1.

- The results of the 2013 FCAT 2.0 Reading Test indicate that 83% of students in the Lowest 25% achieved a learning gain. The challenge is to increase the percentage of students in the Lowest 25% achieving a learning by 2 percentage points to 85%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading assessment was Reporting Category 2 Reading Application. (LA.3.1.7.3) The students had difficulty determining explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events; (LA.4.1.7.3) summarizing, and paraphrasing; and (LA.5.1.7.3) essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details; CCSS. ELA-RL 3.1, 4.1, and 5,1.

- The results of 2013 CELLA Listening/Speaking Test indicate 52% of students achieved proficiency. The challenge is to increase the percentage of students achieving proficiency in the Listening/ Speaking Test by 5 percentage points to 57%. Students require additional opportunities to listen and speak in English.

- The results of the 2013 CELLA Reading Test indicate that 31% of students achieved proficiency. The challenge is to increase the percentage of students achieving proficiency in the Reading

Test by 7 percentage points to 38%. Students require additional opportunities to read both orally and silently in English.

- The results of the 2013 CELLA Writing Test indicate that 34% of students achieved proficiency. The challenge is to increase the percentage of students achieving proficiency in the Writing Test by 7 percentage points to 41%.

Plan to Monitor Progress Toward the Goal

Utilize the FCIM process to monitor via monthly assessments form the Wonders Reading series, focusing on student's ability to identify and explain main idea, relevant supporting details and chronological order of events.

Person or Persons Responsible
MTSS/Rti Team

Target Dates or Schedule:
Monthly Meetings for monitoring

Evidence of Completion:
Data Reports from completed assessments, Meeting agendas

G2. The results of the 2013 FCAT 2.0 Writing assessment indicate that 52% of students achieved proficiency Level 4. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 4 by 5 percentage points to 57%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Thesaurus, Anchor Papers, Writer's Journals

Targeted Barriers to Achieving the Goal
- Students requires greater precision in their word choice in order to spark interest and express ideas vividly through varied language techniques such as imagery, simile, metaphor, sensory language.

Plan to Monitor Progress Toward the Goal

Utilize the FCIM process to monitor via Interim assessments, and Teacher utilized rubrics and observation logs.

Person or Persons Responsible
MTSS/Rti Team

Target Dates or Schedule:
Monthly Meetings for monitoring

Evidence of Completion:
Teacher utilized rubrics and observation logs FCAT 2.0 Writing Assessment 2014

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate 30% of all students achieved proficiency Level 3. Our goal for 2014 is to increase the percentage of all students achieving proficiency Level 3 by 3 percentage points to 33%.

Targets Supported

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

- Algebra 1 EOC

- Geometry EOC

Resources Available to Support the Goal

- Go Math! Common Core Series Think Central Success Maker

Targeted Barriers to Achieving the Goal

- The 2013 FCAT 2.0 Mathematics Test results indicate 31% of students in the SWD subgroup achieved proficiency .The challenge is to increase the percentage of students in the SWD subgroup that achieve proficiency by 19 percentage point to 50%. The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics assessment was Reporting Category 1 Number Operations and Statistics for Grade 3 (MA.3.A.6.1) Students in third grade had difficulty representing, computing, estimating, and solving problems using numbers through hundred thousands. The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics assessment was Reporting Category Number Base 10 and Fractions for Grades 4 and 5 (MA.4.A.2.3) Students in 4th and 5th grades had difficulty relating equivalent fractions and decimals with and without models, including locations on a number line. CCSS. MACC.4NF 1.1.

- The results of the 2013 FCAT 2.0 Mathematics Test indicate 30% of students achieved proficiency Level 3. The challenge is to increase the percentage of students achieving proficiency Level 3 by 3 percentage points to 33%. The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics assessment was Reporting Category 1 Number Operations and Statistics for Grade 3 (MA.3.A.6.1) Students in third grade had difficulty representing, computing, estimating, and solving problems using numbers through hundred thousands. The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics assessment was Reporting Category Number Base 10 and Fractions for Grades 4and 5 (MA.4.A.2.3) Students in 4th and 5th grades had difficulty relating equivalent fractions and decimals with and without models, including locations on a number line. CCSS. MACC.4NF 1.1.

- The 2013 FCAT 2.0 Mathematics assessment results indicate 25% of students achieved proficiency Levels 4-5. The challenge is to increase the percentage of students achieving proficiency Level 4-5 by 1 percentage point to 26% . The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics assessment was Reporting Category 1 Number Operations and Statistics for Grade 3 (MA.3.A.6.1) Students in third grade had difficulty representing, computing, estimating, and solving problems using numbers through hundred thousands. The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics assessment was Reporting Category Number Base 10 and Fractions for Grades 4and 5 (MA.4.A.2.3) Students in 4th and 5th grades had difficulty relating equivalent fractions and decimals with and without models, including locations on a number line. CCSS. MACC.4NF 1.1

- The 2013 FCAT 2.0 Mathematics Test results indicate 58% of students achieved a learning gain. The challenge is to increase the percentage of students achieving a learning gain by 4 percentage point to 62%. The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics assessment was Reporting Category 1 Number Operations and Statistics for Grade 3 (MA.3.A.6.1) Students in third grade had difficulty representing, computing, estimating, and solving problems using numbers through hundred thousands. The area of deficiency as noted

on the 2013 FCAT 2.0 Mathematics assessment was Reporting Category Number Base 10 and Fractions for Grades 4and 5 (MA.4.A.2.3) Students in 4th and 5th grades had difficulty relating equivalent fractions and decimals with and without models, including locations on a number line. CCSS. MACC.4NF 1.1

- The 2013 FCAT 2.0 Mathematics Test results indicate 64% of students in the Lowest 25% achieved a learning gain . The challenge is to increase the percentage of students in the Lowest 25% achieving a learning gain by 4 percentage points to 68%. The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics assessment was Reporting Category 1 Number Operations and Statistics for Grade 3 (MA.3.A.6.1) Students in third grade had difficulty representing, computing, estimating, and solving problems using numbers through hundred thousands. The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics assessment was Reporting Category Number Base 10 and Fractions for Grades 4 and 5 (MA.4.A.2.3) Students in 4th and 5th grades had difficulty relating equivalent fractions and decimals with and without models, including locations on a number line. CCSS. MACC.4NF 1.1

Plan to Monitor Progress Toward the Goal

Utilize the FCIM process to monitor via monthly assessments from the Go Math Common Core series, focusing on student's ability to solve real-world problems related to grade level specific target.

Person or Persons Responsible
MTSS/Rti Team

Target Dates or Schedule:
Monthly Meetings for monitoring

Evidence of Completion:
Data Reports from completed

G4. The results of the 2013 FCAT 2.0 Science Test indicate 29% of students achieved proficiency Level 3. Our goal for 2014 is to increase the percentage of students achieving proficiency Level 3 by 4 percentage points to 33%.

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- Gizmos PBS Learning Discovery Education Essential Lab

Targeted Barriers to Achieving the Goal
- Students in grade 5 had difficulty defining a problem, using appropriate reference materials to support scientific understanding, planning and carrying out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyzing information, making predictions, and defending conclusions. SC.5.N.1.1

- The results of the 2013 FCAT 2.0 Science Test indicate 18% of students achieved proficiency Levels 4-5. The challenge is to increase the percentage of students achieving proficiency Levels 4-5 by 2 percentage points to 20%. Students in grade 5 had difficulty defining a problem, using appropriate reference materials to support scientific understanding, planning and carrying out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyzing information, making predictions, and defending conclusions. SC.5.N.1.1

Plan to Monitor Progress Toward the Goal

Utilize the FCIM process to monitor via monthly reports from Gizmos and classroom assessments focusing on student's ability to define problems, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyzing information, making predictions, and defending conclusions.

Person or Persons Responsible
MTSS/Rti Team

Target Dates or Schedule:
Monthly Meetings for monitoring

Evidence of Completion:
Data Reports from completed Gizmos, classroom assessments and Science journals and Meeting agendas

G5. During 2012-2013 student participation in 2 STEM activities was at 83%. Our goal for 2013-2014 is to provide 4 STEM activities and increase student participation by 3 percentage points to 86%.

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- FIU Honors College Students Science Liaison

Targeted Barriers to Achieving the Goal
- Students had limited opportunities to participate in STEM related and project-based learning.

Plan to Monitor Progress Toward the Goal

Utilize the FCIM process to monitor student participation in STEM related activities.

Person or Persons Responsible
Science Committee

Target Dates or Schedule:
Monthly Meetings for monitoring

Evidence of Completion:
Attendance reports for STEM related activities. Meeting agendas

G6. In order to improve student achievement in 2014, our goal is to decrease the percentage of students in the following categories: 10 or more absences, 2 or more referrals, suspensions, retentions, and non reading proficient by grade 3.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- Attendance rewards Social Worker Grade book Attendance Records Student Services

Targeted Barriers to Achieving the Goal

- Due to the high rate of poverty in our school community , many of our students do not have access to health care as they do not have health insurance. This does not allow parents to access some of the outreach services needed for student academic and behavioral success in school. Additionally, external academic support is unavailable to students because their parents lack the financial resources to obtain such services.

Plan to Monitor Progress Toward the Goal

Utilize the FCIM process to monitor via monthly meetings to analyze student attendance, behavior referrals and suspensions.

Person or Persons Responsible

MTSS/Rti Team

Target Dates or Schedule:

Monthly Meetings for monitoring

Evidence of Completion:

Data Reports from ISIS attendance, SCAMs and Suspensions Meeting agendas and sign in sheets from workshops

Action Plan for Improvement

Problem Solving Key

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

G1. The results of the FCAT 2.0 Reading Test indicate overall 53% of students in grades 3-5 achieved proficiency. Our goal for 2014 is to increase the percentage of all students in grades 3-5 achieving proficiency by 12 percentage points to 65%

G1.B1 The area of deficiency as noted on the 2013 FCAT 2.0 Reading assessment was Reporting Category 2 Reading Application. (LA.3.1.7.3) The students had difficulty determining explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events; (LA.4.1.7.3) summarizing, and paraphrasing; and (LA.5.1.7.3) essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details; CCSS. ELA-RL 3.1, 4.1, and 5,1.

G1.B1.S1 Provide students with greater opportunities to incorporate a variety of graphic organizers, such as author's purpose chart, cause/effect chain, time lines, one sentence summarizers, etc.in order to develop the capacity to identify main ideas, relevant supporting details, strongly implied message and inference, and chronological order of events.

Action Step 1

Implement monthly assessments from the common Core Wonders Reading series, focusing on student's ability to identify and explain main idea, relevant supporting details and chronological order of events.

Person or Persons Responsible

Reading/Language Arts Teacher

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Formative Assessments: Monthly Reading assessments, Interim assessments Summative FCAT 2.0 2014

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

Administrative team will conduct daily classroom walkthroughs, provide feedback regarding observations, and review monthly assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly informal observations Monthly reviews of data reports

Evidence of Completion

Data reports from the monthly assessments and meeting agendas.

Plan to Monitor Effectiveness of G1.B1.S1

Students will be assessed in their Reading/Language Arts classes. Teachers will analyze the data to adjust instruction and determine effectiveness of the strategy implementation. The MTSS/RtI team will monitor individual student progress and response to the strategies implemented.

Person or Persons Responsible

Classroom teacher MTSS/Rti Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly reports and Meeting agendas

G1.B2 The results of the 2013 FCAT 2.0 Reading Test indicate that 53% of Hispanic students achieved proficiency levels. The challenge is to increase the percentage of Hispanic students achieving proficiency levels by 12 percentage points to 65%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading assessment was Reporting Category 2 Reading Application. (LA.3.1.7.3) The students had difficulty determining explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events; (LA.4.1.7.3) summarizing, and paraphrasing; and (LA.5.1.7.3) essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details; CCSS. ELA-RL 3.1, 4.1, and 5,1.

G1.B2.S1 Provide students with greater opportunities to incorporate a variety of graphic organizers, such as author's purpose chart, cause/effect chain, time lines, one sentence summarizers, etc.in order to develop the capacity to identify main ideas, relevant supporting details, strongly implied message and inference, and chronological order of events.

Action Step 1

Implement monthly assessments from the common Core Wonders Reading series, focusing on student's ability to identify and explain main idea, relevant supporting details and chronological order of events.

Person or Persons Responsible

Reading/Language Arts Teacher

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Formative Assessments: Monthly Reading assessments, Interim assessments Summative FCAT 2.0 2014

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

Administrative team will conduct daily classroom walkthroughs, provide feedback regarding observations, and review monthly assessments

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Weekly informal observations Monthly reviews of data reports

Evidence of Completion

Data reports from the monthly assessments and meeting agendas.

Plan to Monitor Effectiveness of G1.B2.S1

Students will be assessed in their Reading/Language Arts classes. Teachers will analyze the data to adjust instruction and determine effectiveness of the strategy implementation. The MTSS/RtI team will monitor individual student progress and response to the strategies implemented.

Person or Persons Responsible

MTSS/Rti Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly reports and Meeting agendas

G1.B3 The results of the 2013 FCAT 2.0 Reading Test indicate that 42% of ELL students achieved proficiency levels The challenge is to increase the percentage of ELL students achieving proficiency levels by 9 percentage points to 51%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading assessment was Reporting Category 2 Reading Application. (LA.3.1.7.3) The student had difficulty determining explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events; (LA.4.1.7.3) summarizing, and paraphrasing; and (LA.5.1.7.3) essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details; CCSS. ELA-RL 3.1, 4.1, and 5,1.

G1.B3.S1 Provide students with to utilize oral discussions to in their native language on the main idea and key details of each paragraph in an assigned text, and utilize the Reading Wonders ELL support materials to assist with comprehension.

Action Step 1

Implement monthly assessments from the common Core Wonders Reading series, focusing on student's ability to identify and explain main idea, relevant supporting details and chronological order of events.

Person or Persons Responsible

Reading/Language Arts Teacher

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Formative Assessments: Monthly Reading assessments, Interim assessments Summative FCAT 2.0 2014

Facilitator:

District Bilingual Department

Participants:

Teachers of ESOL Self-contained classes

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

Administrative team will conduct daily classroom walkthroughs, provide feedback regarding observations, and review monthly assessments

Person or Persons Responsible

Administration/ Leadership Team

Target Dates or Schedule

Weekly informal observations Monthly reviews of data reports

Evidence of Completion

Data reports from the monthly assessments and meeting agendas.

Plan to Monitor Effectiveness of G1.B3.S1

Students will be assessed in their Reading/Language Arts classes. Teachers will analyze the data to adjust instruction and determine effectiveness of the strategy implementation. The MTSS/RtI team will monitor individual student progress and response to the strategies implemented.

Person or Persons Responsible

MTSS/Rti Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly reports and Meeting agendas

G1.B4 The results of the 2013 FCAT 2.0 Reading Test indicate that 22% of students in the SPED subgroup achieved proficiency. The challenge is to increase the percentage of students in the SPED subgroup achieving proficiency by 22 percentage points to 44%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading assessment was Reporting Category 2 Reading Application. (LA.3.1.7.3) The student had difficulty determining explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events; (LA.4.1.7.3) summarizing, and paraphrasing; and (LA.5.1.7.3) essential message in grade level text through inferring, paraphrasing, summarizing, and identifying relevant details; CCSS. ELA-RL 3.1, 4.1, and 5.1.

G1.B4.S1 The students will participate in the Wonder Works Intervention Program for 30 minutes daily in addition to the Success Maker Intervention program and their Reading Instructional Block.

Action Step 1

Implement Wonder Works Intervention program from the common Core Wonders Reading series, focusing on student's ability to identify and explain main idea, relevant supporting details and chronological order of events.

Person or Persons Responsible

SPED Reading/Language Arts Teacher

Target Dates or Schedule

October 2013- June 2014

Evidence of Completion

Wonder Works Intervention assessments and student progress on lessons.

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

The Administration and Leadership team will review usage reports and student growth reports.

Person or Persons Responsible

Administration/Leadership Team

Target Dates or Schedule

Monthly throughout the year.

Evidence of Completion

Data usage reports and increased reading levels as indicated on data reports from the Success Maker program.

Plan to Monitor Effectiveness of G1.B4.S1

Students will be assessed in their Reading/Language Arts classes. Teachers will analyze the data to adjust instruction and determine effectiveness of the strategy implementation. The MTSS/RtI team will monitor individual student progress and response to the strategies implemented.

Person or Persons Responsible

MTSS/Rti Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly reports and Meeting agendas

G1.B5 The results of the 2013 FCAT 2.0 Reading Test indicate that 53% of ED students achieved proficiency levels The challenge is to increase the percentage of ELL students achieving proficiency levels by 11 percentage points to 64%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading assessment was Reporting Category 2 Reading Application. (LA.3.1.7.3) The student had difficulty determining explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events; (LA.4.1.7.3) summarizing, and paraphrasing; and (LA.5.1.7.3) essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details; CCSS. ELA-RL 3.1, 4.1, and 5.1.

G1.B5.S1 Provide students with greater opportunities to incorporate a variety of graphic organizers, such as author's purpose chart, cause/effect chain, time lines, one sentence summarizers, etc.in order to develop the capacity to identify main ideas, relevant supporting details, strongly implied message and inference, and chronological order of events.

Action Step 1

Implement monthly assessments from the common Core Wonders Reading series, focusing on student's ability to identify and explain main idea, relevant supporting details and chronological order of events.

Person or Persons Responsible

Reading/Language Arts Teacher

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Formative Assessments: Monthly Reading assessments, Interim assessments Summative FCAT 2.0 2014

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

Administrative team will conduct daily classroom walk-throughs, provide feedback regarding observations, and review monthly assessments

Person or Persons Responsible

Administration Leadership Team

Target Dates or Schedule

Weekly informal observations Monthly reviews of data reports

Evidence of Completion

Data reports from the monthly assessments and meeting agendas.

Plan to Monitor Effectiveness of G1.B5.S1

Students will be assessed in their Reading/Language Arts classes. Teachers will analyze the data to adjust instruction and determine effectiveness of the strategy implementation. The MTSS/RtI team will monitor individual student progress and response to the strategies implemented.

Person or Persons Responsible

MTSS/Rti Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly reports and Meeting agendas

G1.B6 The results of the 2013 FCAT 2.0 Reading assessment indicate that 25% of students achieved proficiency Level 3. The challenge is to increase the percentage of students achieving proficiency Level 3 by 3 percentage points to 28%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading assessment was Reporting Category 2 Reading Application. (LA.3.1.7.3) The students had difficulty determining explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events; (LA.4.1.7.3) summarizing, and paraphrasing; and (LA.5.1.7.3) essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details; CCSS. ELA-RL 3.1, 4.1, and 5,1.

G1.B6.S1 Provide students with greater opportunities to incorporate a variety of graphic organizers, such as author's purpose chart, cause/effect chain, time lines, one sentence summarizers, etc.in order to develop the capacity to identify main ideas, relevant supporting details, strongly implied message and inference, and chronological order of events.

Action Step 1

Implement monthly assessments from the common Core Wonders Reading series, focusing on student's ability to identify and explain main idea, relevant supporting details and chronological order of events.

Person or Persons Responsible

Reading/Language Arts Teacher

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Formative Assessments: Monthly Reading assessments, Interim assessments Summative FCAT 2.0 2014

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

Administrative team will conduct daily classroom walk-throughs, provide feedback regarding observations, and review monthly assessments

Person or Persons Responsible

Administration /Leadership Team

Target Dates or Schedule

Weekly informal observations Monthly reviews of data reports

Evidence of Completion

Data reports from the monthly assessments and meeting agendas.

Plan to Monitor Effectiveness of G1.B6.S1

Students will be assessed in their Reading/Language Arts classes. Teachers will analyze the data to adjust instruction and determine effectiveness of the strategy implementation. The MTSS/RtI team will monitor individual student progress and response to the strategies implemented.

Person or Persons Responsible

MTSS/Rti Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly reports and Meeting agendas

G1.B7 The results of the 2013 FCAT 2.0 Reading Test indicate that 26% of students achieved proficiency Level 4-5. The challenge is to increase the percentage of students achieving proficiency Level 4-5 by 1 percentage points to 27%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading assessment was Reporting Category 2 Reading Application. (LA.3.1.7.3) The students had difficulty determining explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events; (LA.4.1.7.3) summarizing, and paraphrasing; and (LA.5.1.7.3) essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details; CCSS. ELA-RL 3.1, 4.1, and 5,1.

G1.B7.S1 Provide students with greater opportunities to utilize Power Notes and/or Two-Column notes to create an oral presentation which summarizes the main idea and key details from the text.

Action Step 1

Implement monthly assessments from the common Core Wonders Reading series, focusing on student's ability to identify and explain main idea, relevant supporting details and chronological order of events.

Person or Persons Responsible

Reading/Language Arts Teacher

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Formative Assessments: Monthly Reading assessments, Interim assessments Summative FCAT 2.0 2014

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

Administrative team will conduct daily classroom walkthroughs, provide feedback regarding observations, and review monthly assessments

Person or Persons Responsible

Administration/Leadership Team

Target Dates or Schedule

Weekly informal observations Monthly reviews of data reports

Evidence of Completion

Data reports from the monthly assessments and meeting agendas.

Plan to Monitor Effectiveness of G1.B7.S1

Students will be assessed in their Reading/Language Arts classes. Teachers will analyze the data to adjust instruction and determine effectiveness of the strategy implementation. The MTSS/RtI team will monitor individual student progress and response to the strategies implemented.

Person or Persons Responsible

MTSS/Rti Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly reports and Meeting agendas

G1.B8 The results of the 2013 FCAT 2.0 Reading assessment indicate that 69% of students achieved Learning Gains. The challenge is to increase the percentage of students achieving an annual Learning Gain by 3 percentage points to 72%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading assessment was Reporting Category 2 Reading Application. (LA.3.1.7.3) The students had difficulty determining explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events; (LA.4.1.7.3) summarizing, and paraphrasing; and (LA.5.1.7.3) essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details; CCSS. ELA-RL 3.1, 4.1, and 5,1.

G1.B8.S1 Provide students with intervention opportunities utilizing customized lessons on Success Maker's Intervention Program.

Action Step 1

Implement Success Maker Intervention program , focusing on lessons that develop the student's ability to identify and explain main idea, relevant supporting details and chronological order of events.

Person or Persons Responsible

Reading/Language Arts Teacher

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Data Reports from Success Maker Intervention Program

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

Administrative team will review usage reports and student growth reports.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly throughout the year.

Evidence of Completion

Data usage reports and increased reading levels as indicated on data reports from the Success Maker program.

Plan to Monitor Effectiveness of G1.B8.S1

Students will be assessed in their Reading/Language Arts classes. Teachers will analyze the data to adjust instruction and determine effectiveness of the strategy implementation. The MTSS/RtI team will monitor individual student progress and response to the strategies implemented.

Person or Persons Responsible

MTSS/Rti Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly reports and Meeting agendas

G1.B9 The results of the 2013 FCAT 2.0 Reading Test indicate that 83% of students in the Lowest 25% achieved a learning gain. The challenge is to increase the percentage of students in the Lowest 25% achieving a learning by 2 percentage points to 85%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading assessment was Reporting Category 2 Reading Application. (LA.3.1.7.3) The students had difficulty determining explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events; (LA.4.1.7.3) summarizing, and paraphrasing; and (LA.5.1.7.3) essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details; CCSS. ELA-RL 3.1, 4.1, and 5,1.

G1.B9.S1 The students will participate in the Wonder Works Intervention Program for 30 minutes daily in addition to the Success Maker Intervention program and their Reading Instructional Block.

Action Step 1

Implement Wonder Works Intervention program from the common Core Wonders Reading series, focusing on student's ability to identify and explain main idea, relevant supporting details and chronological order of events.

Person or Persons Responsible

Reading/Language Arts Teacher

Target Dates or Schedule

October 2013-June 2014

Evidence of Completion

Wonder Works Intervention assessments and student progress on lessons.

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

Administrative team will review usage reports and student growth reports.

Person or Persons Responsible

Administration /Leadership Team

Target Dates or Schedule

Monthly throughout the year.

Evidence of Completion

Data usage reports and increased reading levels as indicated on data reports from the Success Maker program.

Plan to Monitor Effectiveness of G1.B9.S1

Students will be assessed in their Reading/Language Arts classes. Teachers will analyze the data to adjust instruction and determine effectiveness of the strategy implementation. The MTSS/RtI team will monitor individual student progress and response to the strategies implemented.

Person or Persons Responsible

MTSS/Rti Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly reports and Meeting agendas

G1.B10 The results of 2013 CELLA Listening/Speaking Test indicate 52% of students achieved proficiency. The challenge is to increase the percentage of students achieving proficiency in the Listening/ Speaking Test by 5 percentage points to 57%. Students require additional opportunities to listen and speak in English.

G1.B10.S1 During the Reading instructional block, teachers will provide students with multiple opportunities to speak aloud in English by paraphrasing directions, text and questions.

Action Step 1

During the Reading instructional block, teachers will provide students with multiple opportunities to speak aloud in English by paraphrasing directions, text and questions.

Person or Persons Responsible

ESOL/Reading/Language Arts Teacher

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Formative Assessments: Monthly Reading assessments, Interim assessments Summative CELLA 2014

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

Administrative team will conduct daily classroom walk-throughs, provide feedback regarding observations, and review monthly assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly informal observations Feedback for teachers regarding the observations.

Evidence of Completion

Data reports from the monthly assessments and meeting agendas.

Plan to Monitor Effectiveness of G1.B10.S1

Students will be assessed in their Reading/Language Arts classes. Teachers will analyze the data to adjust instruction and determine effectiveness of the strategy implementation. The MTSS/RtI team will monitor individual student progress and response to the strategies implemented.

Person or Persons Responsible

Classroom teacher MTSS/Rti Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly reports and Meeting agendas

G1.B11 The results of the 2013 CELLA Reading Test indicate that 31% of students achieved proficiency. The challenge is to increase the percentage of students achieving proficiency in the Reading Test by 7 percentage points to 38%. Students require additional opportunities to read both orally and silently in English.

G1.B11.S1 During instruction, students will be provided with opportunities to read in English with a focus on fluency.

Action Step 1

During the Reading instructional block, teachers will provide students with multiple opportunities to speak aloud in English by paraphrasing directions, text and questions.

Person or Persons Responsible

ESOL/Reading/Language Arts Teacher

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Formative Assessments: Monthly Reading assessments, Interim assessments Summative CELLA 2014

Plan to Monitor Fidelity of Implementation of G1.B11.S1

Administrative team will conduct daily classroom walk-throughs, provide feedback regarding observations, and review monthly assessments

Person or Persons Responsible

Administration /Leadership Team

Target Dates or Schedule

Weekly informal observations Feedback for teachers regarding the observations.

Evidence of Completion

Data reports from the monthly assessments and meeting agendas.

Plan to Monitor Effectiveness of G1.B11.S1

Students will be assessed in their Reading/Language Arts classes. Teachers will analyze the data to adjust instruction and determine effectiveness of the strategy implementation. The MTSS/RtI team will monitor individual student progress and response to the strategies implemented.

Person or Persons Responsible

MTSS/Rti Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly reports and Meeting agendas

G1.B12 The results of the 2013 CELLA Writing Test indicate that 34% of students achieved proficiency. The challenge is to increase the percentage of students achieving proficiency in the Writing Test by 7 percentage points to 41%.

G1.B12.S1 During instruction students will be provided with opportunities to respond in writing in English with the assistance of graphic organizers to organize their thoughts then moving to writing in their response journals.

Action Step 1

During the Reading instructional block, teachers will provide students with multiple opportunities to write in English beginning with the use of graphic organizers and moving towards complete sentences and paragraphs.

Person or Persons Responsible

ESOL/Reading/Language Arts Teacher

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Writing samples Readers Response Journals

Plan to Monitor Fidelity of Implementation of G1.B12.S1

Administrative team will conduct daily classroom walk-throughs, provide feedback regarding observations, and review monthly assessment.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly informal observations Feedback for teachers regarding the observations.

Evidence of Completion

Meeting agendas Reader's Response Journal Interim Assessments

Plan to Monitor Effectiveness of G1.B12.S1

Students will be assessed in their Reading/Language Arts classes. Teachers will analyze the data to adjust instruction and determine effectiveness of the strategy implementation. The MTSS/RtI team will monitor individual student progress and response to the strategies implemented

Person or Persons Responsible

MTSS/Rti Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly samples of writing and Meeting agendas

G2. The results of the 2013 FCAT 2.0 Writing assessment indicate that 52% of students achieved proficiency Level 4. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 4 by 5 percentage points to 57%.

G2.B1 Students requires greater precision in their word choice in order to spark interest and express ideas vividly through varied language techniques such as imagery, simile, metaphor, sensory language.

G2.B1.S1 During writing instruction, students will use revising/editing charts, teacher conferencing, collaborative discussions, or peer editing by; revising for the use of ideas and content (examples, comparison, cause/effect, vivid descriptions, and specific words),including a developed incident as support for each reason, or revising specific words for general words (e.g., sensory words, rhyming words, words with multiple meanings, idioms, figurative language, surprising language), as is appropriate for the particular writing topic.

Action Step 1

Ongoing assessments utilizing the Writer's Journals.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Formative Assessments: Writing Interim assessments, Summative FCAT2.0 Writing 2014

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

Administrative team will conduct daily classroom walk-throughs, provide feedback regarding observations, and review monthly assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly informal observations

Evidence of Completion

Writing Samples Data from Interim assessments and meeting agendas.

Plan to Monitor Effectiveness of G2.B1.S1

Students will be assessed in their Language Arts classes. Teachers will analyze the data to adjust instruction and determine effectiveness of the strategy implementation. The MTSS/RtI team will monitor individual student progress and response to the strategies implemented.

Person or Persons Responsible

Language Arts teacher MTSS/Rti Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly reports, Writing Samples and Meeting agendas

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate 30% of all students achieved proficiency Level 3. Our goal for 2014 is to increase the percentage of all students achieving proficiency Level 3 by 3 percentage points to 33%.

G3.B1 The 2013 FCAT 2.0 Mathematics Test results indicate 31% of students in the SWD subgroup achieved proficiency .The challenge is to increase the percentage of students in the SWD subgroup that achieve proficiency by 19 percentage point to 50%. The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics assessment was Reporting Category 1 Number Operations and Statistics for Grade 3 (MA.3.A.6.1) Students in third grade had difficulty representing, computing, estimating, and solving problems using numbers through hundred thousands. The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics assessment was Reporting Category Number Base 10 and Fractions for Grades 4 and 5 (MA.4.A.2.3) Students in 4th and 5th grades had difficulty relating equivalent fractions and decimals with and without models, including locations on a number line. CCSS. MACC.4NF 1.1.

G3.B1.S1 Students will utilize concrete models bridge their understanding of mathematical concepts.

Action Step 1

Students in grade 3 will identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts; identify fact families that demonstrate the inverse relationship between multiplication and division; identify the next element in a graphic or numeric pattern; describe the rule for a pattern or the relationship between whole numbers when the operation is addition. Students in grades 4 and 5 will compare and order commonly used fractions; identify an equivalent fraction when the given fraction is in simplest form; relate halves and fourths to percents and percents to halves or fourths. Implement monthly assessments from the Common Core Go Math! series, focusing on the grade level specific target.

Person or Persons Responsible

Mathematics Teacher

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Formative Assessments: Monthly Mathematics assessments, Interim assessments Summative FCAT 2.0 2014

Facilitator:

Mathematics liaison

Participants:

Mathematics teachers grades K-5

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

Administrative team will conduct daily classroom walk-throughs, provide feedback regarding observations, and review monthly assessments

Person or Persons Responsible

Administration/Leadership Team

Target Dates or Schedule

Weekly informal observations Monthly reviews of data reports

Evidence of Completion

Data reports from the monthly assessments and meeting agendas

Plan to Monitor Effectiveness of G3.B1.S1

Students will be assessed in their Mathematics classes. Teachers will analyze the data to adjust instruction and determine effectiveness of the strategy implementation. The MTSS/RtI team will monitor individual student progress and response to the strategies implemented.

Person or Persons Responsible

MTSS/Rti Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly reports on assessments and Meeting agendas

G3.B2 The results of the 2013 FCAT 2.0 Mathematics Test indicate 30% of students achieved proficiency Level 3. The challenge is to increase the percentage of students achieving proficiency Level 3 by 3 percentage points to 33%. The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics assessment was Reporting Category 1 Number Operations and Statistics for Grade 3 (MA.3.A.6.1) Students in third grade had difficulty representing, computing, estimating, and solving problems using numbers through hundred thousands. The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics assessment was Reporting Category Number Base 10 and Fractions for Grades 4and 5 (MA.4.A.2.3) Students in 4th and 5th grades had difficulty relating equivalent fractions and decimals with and without models, including locations on a number line. CCSS. MACC.4NF 1.1.

G3.B2.S1 Students will use manipulatives and participate in engaging opportunities for practice.

Action Step 1

Students in Grade 3 will participate in mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. Students in grades 4 and 5 will compare and order fractions, mixed numbers, and decimals in the same or different forms; generate equivalent fractions or simplify fractions to lowest terms, and relate halves, fourths, tenths, and hundredths to percents, and vice versa. Implement monthly assessments from the Common Core Go Math! series, focusing on the grade level specific target.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Formative Assessments: Monthly Mathematics assessments, Interim assessments Summative FCAT 2.0 2014 .

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

Administrative team will conduct daily classroom walk-throughs, provide feedback regarding observations, and review monthly assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly informal observations Monthly reviews of data reports

Evidence of Completion

Data reports from the monthly assessments and meeting agendas

Plan to Monitor Effectiveness of G3.B2.S1

Students will be assessed in their Mathematics classes. Teachers will analyze the data to adjust instruction and determine effectiveness of the strategy implementation. The MTSS/RtI team will monitor individual student progress and response to the strategies implemented.

Person or Persons Responsible

MTSS/Rti Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly reports on assessments and Meeting agendas

G3.B3 The 2013 FCAT 2.0 Mathematics assessment results indicate 25% of students achieved proficiency Levels 4-5. The challenge is to increase the percentage of students achieving proficiency Level 4-5 by 1 percentage point to 26% . The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics assessment was Reporting Category 1 Number Operations and Statistics for Grade 3 (MA.3.A.6.1) Students in third grade had difficulty representing, computing, estimating, and solving problems using numbers through hundred thousands. The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics assessment was Reporting Category Number Base 10 and Fractions for Grades 4and 5 (MA.4.A.2.3) Students in 4th and 5th grades had difficulty relating equivalent fractions and decimals with and without models, including locations on a number line. CCSS. MACC.4NF 1.1

G3.B3.S1 Students in Grade 3 will describe and apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division; construct, analyze, and draw conclusions about data displayed in a frequency table, bar graph, pictograph, or line plot Students in grades 4 and 5 will relate equivalent fractions and decimals with and without models, estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations, rename fractions as mixed numbers, or vice versa

Action Step 1

Teachers will provide opportunities for students to apply concepts via real-world problems involving multiplication or division; construct, analyze, and draw conclusions about data displayed in a frequency table, bar graph, pictograph, or line plot.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

2013-2014

Evidence of Completion

Monthly Assessments FCAT 2.0 2014 administration

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

Administrative team will conduct daily classroom walk-throughs, provide feedback regarding observations, review Success Maker usage reports, and review monthly assessments.

Person or Persons Responsible

Administration /Leadership Team

Target Dates or Schedule

Weekly informal observations Monthly reviews of data reports from Success Maker and Series Assessments Evidence of Completion Data reports from the monthly assessments and meeting agendas

Evidence of Completion

Data reports from the monthly assessments and meeting agendas

Plan to Monitor Effectiveness of G3.B3.S1

Students will be assessed in their Mathematics classes. Teachers will analyze the data to adjust instruction and determine effectiveness of the strategy implementation. The MTSS/RtI team will monitor individual student progress and response to the strategies implemented.

Person or Persons Responsible

MTSS/Rti Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly reports on assessments and Meeting agendas

G3.B4 The 2013 FCAT 2.0 Mathematics Test results indicate 58% of students achieved a learning gain. The challenge is to increase the percentage of students achieving a learning gain by 4 percentage point to 62%. The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics assessment was Reporting Category 1 Number Operations and Statistics for Grade 3 (MA.3.A.6.1) Students in third grade had difficulty representing, computing, estimating, and solving problems using numbers through hundred thousands. The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics assessment was Reporting Category Number Base 10 and Fractions for Grades 4and 5 (MA.4.A.2.3) Students in 4th and 5th grades had difficulty relating equivalent fractions and decimals with and without models, including locations on a number line. CCSS. MACC.4NF 1.1

G3.B4.S1 Students in Grade 3 will participate in mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. Students in grades 4 and 5 will compare and order fractions, mixed numbers, and decimals in the same or different forms; generate equivalent fractions or simplify fractions to lowest terms, and relate halves, fourths, tenths, and hundredths to percents, and vice versa.

Action Step 1

Implement monthly assessments from the Common Core Go Math! series, focusing on the grade level specific target.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Formative Assessments: Monthly Mathematics assessments, Interim assessments Summative FCAT 2.0 2014

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

Administrative team will conduct daily classroom walk-throughs, provide feedback regarding observations, and review monthly assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly informal observations Monthly reviews of data reports

Evidence of Completion

Students will be assessed in their Mathematics classes. Teachers will analyze the data to adjust instruction and determine effectiveness of the strategy implementation.

Plan to Monitor Effectiveness of G3.B4.S1

The MTSS/RtI team will monitor individual student progress and response to the strategies implemented.

Person or Persons Responsible

MTSS/Rti Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly reports on assessments and Meeting agendas

G3.B5 The 2013 FCAT 2.0 Mathematics Test results indicate 64% of students in the Lowest 25% achieved a learning gain . The challenge is to increase the percentage of students in the Lowest 25% achieving a learning gain by 4 percentage points to 68%. The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics assessment was Reporting Category 1 Number Operations and Statistics for Grade 3 (MA.3.A.6.1) Students in third grade had difficulty representing, computing, estimating, and solving problems using numbers through hundred thousands. The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics assessment was Reporting Category Number Base 10 and Fractions for Grades 4 and 5 (MA.4.A.2.3) Students in 4th and 5th grades had difficulty relating equivalent fractions and decimals with and without models, including locations on a number line. CCSS. MACC.4NF 1.1

G3.B5.S1 Students in grade 3 will identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts; identify fact families that demonstrate the inverse relationship between multiplication and division; identify the next element in a graphic or numeric pattern; describe the rule for a pattern or the relationship between whole numbers when the operation is addition. Students in grades 4 and 5 will compare and order commonly used fractions; identify an equivalent fraction when the given fraction is in simplest form; relate halves and fourths to percents and percents to halves or fourths.

Action Step 1

Utilize Success Maker Math program Implement monthly assessments from the Common Core Go Math! series, focusing on the grade level specific target. Use the Think Central website to support remediation of foundational skills.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Formative Assessments: Monthly Mathematics assessments, Interim assessments Summative FCAT 2.0 2014.

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

Administrative team will conduct daily classroom walk-throughs, provide feedback regarding observations, review Success Maker usage reports, and review monthly assessments.

Person or Persons Responsible

Administration /Leadership Team

Target Dates or Schedule

Weekly informal observations Monthly reviews of data reports from Success Maker and Series Assessments

Evidence of Completion

Data reports from the monthly assessments and meeting agendas

Plan to Monitor Effectiveness of G3.B5.S1

Students will be assessed in their Mathematics classes. Teachers will analyze the data to adjust instruction and determine effectiveness of the strategy implementation. The MTSS/RtI team will monitor individual student progress and response to the strategies implemented.

Person or Persons Responsible

MTSS/Rti Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly reports on assessments and Meeting agendas

G4. The results of the 2013 FCAT 2.0 Science Test indicate 29% of students achieved proficiency Level 3. Our goal for 2014 is to increase the percentage of students achieving proficiency Level 3 by 4 percentage points to 33%.

G4.B1 Students in grade 5 had difficulty defining a problem, using appropriate reference materials to support scientific understanding, planning and carrying out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyzing information, making predictions, and defending conclusions. SC.5.N.1.1

G4.B1.S1 Students will actively participate in a routine of inquiry based, hands-on activities and utilize Gizmos Science Labs relevant to the objectives of the topic.

Action Step 1

Implement inquiry-based lessons focusing on the 5 "E"s of science, utilize Gizmos as appropriate to the objective, utilize Science Journaling to promote higher-order thinking for students.

Person or Persons Responsible

Science Teacher

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Formative: Science Journals Gizmo Reports Science Interim Assessments Summative Assessments: 2014 FCAT 2.0 Science Assessment

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

Administrative team will review usage reports and student growth reports.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly throughout the year.

Evidence of Completion

Data usage reports from Gizmos, observations of Hand-on activities, and student performance on District and class assessments.

Plan to Monitor Effectiveness of G4.B1.S1

Students will be assessed in their Science classes. Teachers will analyze the data to adjust instruction and determine effectiveness of the strategy implementation. The MTSS/RtI team will monitor individual student progress and response to the strategies implemented.

Person or Persons Responsible

Classroom teacher MTSS/Rti Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly reports and Meeting agendas

G4.B2 The results of the 2013 FCAT 2.0 Science Test indicate 18% of students achieved proficiency Levels 4-5. The challenge is to increase the percentage of students achieving proficiency Levels 4-5 by 2 percentage points to 20%. Students in grade 5 had difficulty defining a problem, using appropriate reference materials to support scientific understanding, planning and carrying out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyzing information, making predictions, and defending conclusions. SC.5.N.1.1

G4.B2.S1 Students will present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards.

Action Step 1

Provide opportunities for students to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions utilizing the Science Journals to write reflections.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Formative: Science Journals Gizmo Reports Science Interim Assessments Summative Assessments: 2014 FCAT 2.0 Science Assessment

Facilitator:

Science Liaison

Participants:

Science teachers K-5

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

Administrative team will review Gizmo usage reports and students Science Journals.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly throughout the year.

Evidence of Completion

Data usage reports from Gizmos, observations of Hand-on activities, and student performance on District and class assessments.

Plan to Monitor Effectiveness of G4.B2.S1

Students will be assessed in their Science classes. Teachers will analyze the data to adjust instruction and determine effectiveness of the strategy implementation. The MTSS/RtI team will monitor individual student progress and response to the strategies implemented.

Person or Persons Responsible

MTSS/Rti Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly reports and Meeting agendas

G5. During 2012-2013 student participation in 2 STEM activities was at 83%. Our goal for 2013-2014 is to provide 4 STEM activities and increase student participation by 3 percentage points to 86%.

G5.B1 Students had limited opportunities to participate in STEM related and project-based learning.

G5.B1.S1 Students will be offered a greater number and broader range of STEM activities to ensure their interest in participation.

Action Step 1

Plan and implement a variety of STEM related activities for students to be motivated to participate in more activities.

Person or Persons Responsible

Science Liaison Science Committee

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

STEM activity attendance

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

Administrative team will review attendance reports.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly throughout the year.

Evidence of Completion

Attendance reports demonstrating increased participation in STEM activities.

Plan to Monitor Effectiveness of G5.B1.S1

Teachers will monitor student participation in STEM activities The MTSS/RtI team will monitor individual student progress and response to the strategies implemented.

Person or Persons Responsible

Classroom teacher MTSS/Rti Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly reports and Meeting agendas

G6. In order to improve student achievement in 2014, our goal is to decrease the percentage of students in the following categories: 10 or more absences, 2 or more referrals, suspensions, retentions, and non reading proficient by grade 3.

G6.B1 Due to the high rate of poverty in our school community , many of our students do not have access to health care as they do not have health insurance. This does not allow parents to access some of the outreach services needed for student academic and behavioral success in school. Additionally, external academic support is unavailable to students because their parents lack the financial resources to obtain such services.

G6.B1.S1 Parent workshops will be implemented through the Student Services department to provide parents with information on available resources, agencies that promote wellness and healthy living, including low cost healthcare

Action Step 1

Plan, organize and deliver workshops to parents regarding available resources, agencies that promote wellness and healthy living, including low cost healthcare

Person or Persons Responsible

Counselor Social Worker

Target Dates or Schedule

October 2013, and February 2014

Evidence of Completion

Attendance Sign in Sheets Agendas Student Attendance Referrals Conference Logs

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

Review the attendance logs, referrals for attendance, and conference logs.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly throughout the year.

Evidence of Completion

Improved attendance records from ISIS. Decrease in attendance referrals.

Plan to Monitor Effectiveness of G6.B1.S1

Team will monitor student attendance as part of monthly meetings to ensure students are present in school. Teachers will provide feedback on student attendance to ensure strategy is effective.

Person or Persons Responsible

MTSS/Rti Team

Target Dates or Schedule

Monthly throughout the year.

Evidence of Completion

Agendas from meetings Attendance sign-in sheets ISIS attendance records

G6.B1.S2 Implement a Conflict Resolution program for students to monitor and mediate their own behavior.

Action Step 1

Teachers will train students on the process of Conflict Resolution strategies to resolve issue peacefully.

Person or Persons Responsible

Counselor Administration Teachers

Target Dates or Schedule

Training in October, 2013 Implementation 2013-2014

Evidence of Completion

Student Behavior Referrals and Suspension records

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Review the referrals for behavior, and suspension records.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly throughout the year.

Evidence of Completion

Student services records Decrease in behavior referrals.

Plan to Monitor Effectiveness of G6.B1.S2

Team will monitor student behavior referrals and suspension records as part of monthly meetings to ensure students are present in school. Teachers will provide feedback on student attendance to ensure strategy is effective.

Person or Persons Responsible

MTSS/Rti Team

Target Dates or Schedule

Monthly throughout the year.

Evidence of Completion

ISIS Student Case Management System records Suspension records

G6.B1.S3 Implement a reward system for perfect attendance recognition.

Action Step 1

Provide students with incentive awards for perfect attendance on the morning announcements.

Person or Persons Responsible

Counselor Administration Mtss/Rti Team Teachers

Target Dates or Schedule

October 2013 - June 2014

Evidence of Completion

Attendance Sign in Sheets Agendas Student Attendance Referrals Conference Logs

Plan to Monitor Fidelity of Implementation of G6.B1.S3

Review the attendance logs, referrals for attendance, and conference logs.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly throughout the year.

Evidence of Completion

Improved attendance records from ISIS. Decrease in attendance referrals.

Plan to Monitor Effectiveness of G6.B1.S3

Team will monitor student attendance as part of monthly meetings to ensure students are present in school. Teachers will provide feedback on student attendance to ensure strategy is effective.

Person or Persons Responsible

MTSS/Rti Team

Target Dates or Schedule

Monthly throughout the year.

Evidence of Completion

Agendas from meetings Attendance sign-in sheets ISIS attendance records

G6.B1.S4 Implement tutorial program for ELL students utilizing Title III funds.

Action Step 1

Plan, organize and implement after school tutorial utilizing funds as available from Title III for ELL students.

Person or Persons Responsible

Administration

Target Dates or Schedule

October, 2013-March, 2014

Evidence of Completion

Student Sign in Sheets

Plan to Monitor Fidelity of Implementation of G6.B1.S4

Review the attendance records for tutorial, .

Person or Persons Responsible

Administration

Target Dates or Schedule

October 2013- March 2014

Evidence of Completion

Completed tutorial signature pages.

Plan to Monitor Effectiveness of G6.B1.S4

Team will monitor student grades as part of monthly meetings to ensure students are making academic progress in school. Teachers will provide feedback on student performance to ensure strategy is effective.

Person or Persons Responsible

MTSS/Rti Team LEP Committee

Target Dates or Schedule

Monthly throughout the year.

Evidence of Completion

Agendas from meetings Attendance sign-in sheets Student grades

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 Sweetwater Elementary services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. The administration develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" 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. Other components that are integrated into the school-wide program include an extensive Parental Program; and special support

services to special needs populations such as homeless, migrant, and neglected and delinquent students. Sweetwater Elementary school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment

of migrant students to ensure that the unique needs of migrant students are met. Students are also provided

extended learning opportunities (before school and/or after-school, and summer school) by the Title I, Part C, and Migrant Education Program.

The M-DCPS District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

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

• training to certify qualified mentors for the New Teacher (MINT) Program

• training for add-on endorsement programs, such as Reading, Gifted, ESOL

• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on

Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide: tutorial programs utilized for Before School Tutorials (K-12) parent outreach activities (K-12) professional development on best practices for ESOL and content area teachers coaching and mentoring for ESOL and content area teachers(K-12) reading and supplementary instructional materials(K-12) for ELL and immigrant students (K-12, RFP Process) The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application.

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. 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. Sweetwater Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services

for students through curriculum implemented by classroom teachers, and elementary counselors. Training

and technical assistance for elementary counselors is available.
Additionally:
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Parental Involvement
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/ involvement 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. Sweetwater Elementary conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent
Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement. In addition, we complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-12) and the
Title I Parental
Involvement Monthly Activities Report (FM-6913 06-12), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Also, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for
the approaching school year.

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 FCAT 2.0 Reading Test indicate overall 53% of students in grades 3-5 achieved proficiency. Our goal for 2014 is to increase the percentage of all students in grades 3-5 achieving proficiency by 12 percentage points to 65%

G1.B3 The results of the 2013 FCAT 2.0 Reading Test indicate that 42% of ELL students achieved proficiency levels The challenge is to increase the percentage of ELL students achieving proficiency levels by 9 percentage points to 51%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading assessment was Reporting Category 2 Reading Application. (LA.3.1.7.3) The student had difficulty determining explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events; (LA.4.1.7.3) summarizing, and paraphrasing; and (LA.5.1.7.3) essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details; CCSS. ELA-RL 3.1, 4.1, and 5,1.

G1.B3.S1 Provide students with to utilize oral discussions to in their native language on the main idea and key details of each paragraph in an assigned text, and utilize the Reading Wonders ELL support materials to assist with comprehension.

PD Opportunity 1

Implement monthly assessments from the common Core Wonders Reading series, focusing on student's ability to identify and explain main idea, relevant supporting details and chronological order of events.

Facilitator

District Bilingual Department

Participants

Teachers of ESOL Self-contained classes

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Formative Assessments: Monthly Reading assessments, Interim assessments Summative FCAT 2.0 2014

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate 30% of all students achieved proficiency Level 3. Our goal for 2014 is to increase the percentage of all students achieving proficiency Level 3 by 3 percentage points to 33%.

G3.B1 The 2013 FCAT 2.0 Mathematics Test results indicate 31% of students in the SWD subgroup achieved proficiency .The challenge is to increase the percentage of students in the SWD subgroup that achieve proficiency by 19 percentage point to 50%. The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics assessment was Reporting Category 1 Number Operations and Statistics for Grade 3 (MA.3.A.6.1) Students in third grade had difficulty representing, computing, estimating, and solving problems using numbers through hundred thousands. The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics assessment was Reporting Category Number Base 10 and Fractions for Grades 4 and 5 (MA.4.A.2.3) Students in 4th and 5th grades had difficulty relating equivalent fractions and decimals with and without models, including locations on a number line. CCSS. MACC.4NF 1.1.

G3.B1.S1 Students will utilize concrete models bridge their understanding of mathematical concepts.

PD Opportunity 1

Students in grade 3 will identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts; identify fact families that demonstrate the inverse relationship between multiplication and division; identify the next element in a graphic or numeric pattern; describe the rule for a pattern or the relationship between whole numbers when the operation is addition. Students in grades 4 and 5 will compare and order commonly used fractions; identify an equivalent fraction when the given fraction is in simplest form; relate halves and fourths to percents and percents to halves or fourths. Implement monthly assessments from the Common Core Go Math! series, focusing on the grade level specific target.

Facilitator

Mathematics liaison

Participants

Mathematics teachers grades K-5

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Formative Assessments: Monthly Mathematics assessments, Interim assessments Summative FCAT 2.0 2014

G4. The results of the 2013 FCAT 2.0 Science Test indicate 29% of students achieved proficiency Level 3. Our goal for 2014 is to increase the percentage of students achieving proficiency Level 3 by 4 percentage points to 33%.

G4.B2 The results of the 2013 FCAT 2.0 Science Test indicate 18% of students achieved proficiency Levels 4-5. The challenge is to increase the percentage of students achieving proficiency Levels 4-5 by 2 percentage points to 20%. Students in grade 5 had difficulty defining a problem, using appropriate reference materials to support scientific understanding, planning and carrying out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyzing information, making predictions, and defending conclusions. SC.5.N.1.1

G4.B2.S1 Students will present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards.

PD Opportunity 1

Provide opportunities for students to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions utilizing the Science Journals to write reflections.

Facilitator

Science Liaison

Participants

Science teachers K-5

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Formative: Science Journals Gizmo Reports Science Interim Assessments Summative Assessments: 2014 FCAT 2.0 Science Assessment

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the FCAT 2.0 Reading Test indicate overall 53% of students in grades 3-5 achieved proficiency. Our goal for 2014 is to increase the percentage of all students in grades 3-5 achieving proficiency by 12 percentage points to 65%	$18,312
	Total	$18,312

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Technology	Total
Title III grant	$10,000	$0	$10,000
EESAC funds	$0	$8,312	$8,312
Total	$10,000	$8,312	$18,312

Budget Details

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

G1. The results of the FCAT 2.0 Reading Test indicate overall 53% of students in grades 3-5 achieved proficiency. Our goal for 2014 is to increase the percentage of all students in grades 3-5 achieving proficiency by 12 percentage points to 65%

G1.B1 The area of deficiency as noted on the 2013 FCAT 2.0 Reading assessment was Reporting Category 2 Reading Application. (LA.3.1.7.3) The students had difficulty determining explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events; (LA.4.1.7.3) summarizing, and paraphrasing; and (LA.5.1.7.3) essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details; CCSS. ELA-RL 3.1, 4.1, and 5,1.

G1.B1.S1 Provide students with greater opportunities to incorporate a variety of graphic organizers, such as author's purpose chart, cause/effect chain, time lines, one sentence summarizers, etc.in order to develop the capacity to identify main ideas, relevant supporting details, strongly implied message and inference, and chronological order of events.

Action Step 1

Implement monthly assessments from the common Core Wonders Reading series, focusing on student's ability to identify and explain main idea, relevant supporting details and chronological order of events.

Resource Type

Personnel

Resource

Hourly wages for teachers to implement tutorial program

Funding Source

Title III grant

Amount Needed

$10,000

G1.B3 The results of the 2013 FCAT 2.0 Reading Test indicate that 42% of ELL students achieved proficiency levels The challenge is to increase the percentage of ELL students achieving proficiency levels by 9 percentage points to 51%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading assessment was Reporting Category 2 Reading Application. (LA.3.1.7.3) The student had difficulty determining explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events; (LA.4.1.7.3) summarizing, and paraphrasing; and (LA.5.1.7.3) essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details; CCSS. ELA-RL 3.1, 4.1, and 5,1.

G1.B3.S1 Provide students with to utilize oral discussions to in their native language on the main idea and key details of each paragraph in an assigned text, and utilize the Reading Wonders ELL support materials to assist with comprehension.

Action Step 1

Implement monthly assessments from the common Core Wonders Reading series, focusing on student's ability to identify and explain main idea, relevant supporting details and chronological order of events.

Resource Type

Technology

Resource

Funding for site license to implement computer based reading support program for primary classes

Funding Source

EESAC funds

Amount Needed

$8,312