



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

N Dade Center For Modern Language

1840 NW 157TH ST
Miami Gardens, FL 33054
305-625-3885
<http://cml.dadeschools.net>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 77%
Alternative/ESE Center No	Charter School No	Minority Rate 97%

School Grades History

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	16
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	26
Part III: Coordination and Integration	59
Appendix 1: Professional Development Plan to Support Goals	61
Appendix 2: Budget to Support Goals	64

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

N Dade Center For Modern Language

Principal

Dr. Maria A. Castaigne

School Advisory Council chair

Mrs. Silvia M. Flores

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

Name	Title
Dr. Maria A. Castaigne	Principal
Dr. Constance Nesbitt-Tilghman	Assistant Principal
Silvia M. Flores	EESAC Chairperson
Allison Spicer	UTD Building Steward
Celia Alvarez	Elem. Department Chairperson
Maria E. Alonso	Elem. Department Chairperson
Dr. Constance V. French	School Counselor
Dr. Irma Hutchinson	School Psychologist

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The Educational Excellence School Advisory Council (SAC) is made up of five (5) teachers, five (5) parents, one (1) student, one (1) education support employee, three (3) business/community representatives, the UTD designated building steward and the principal. Teachers, parents, students, and education support employees have also elected alternate representatives.

Involvement of the SAC in the development of the SIP

The purpose of the North Dade Center for Modern Languages Educational Excellence School Advisory Council (SAC) is to work to ensure improved student achievement. One of the ways the Council will do

this is by developing, implementing, and evaluating the academic goals and objectives delineated in the School Improvement Plan. The SAC is the sole body responsible for final decision-making at the school relating to implementation of the provision of the state system of improvement and accountability. The goals of the Educational Excellence School Advisory Council (SAC) for the upcoming school year are the following:

- Assist in the preparation, implementation, and evaluation of the School Improvement Plan (SIP)
- Determine how to allocate funds to enhance the academic program
- Recruit parents and business/community representatives to ensure involvement in the decision making process
- Suggest training for its members and faculty to achieve desired goals described on the School Improvement Plan

Activities of the SAC for the upcoming school year

The goals of the Educational Excellence School Advisory Council (SAC) for the upcoming school year are the following:

- Assist in the preparation, implementation, and evaluation of the School Improvement Plan (SIP)
- Determine how to allocate funds to enhance the academic program
- Recruit parents and business/community representatives to ensure involvement in the decision making process
- Suggest training for its members and faculty to achieve desired goals described on the School Improvement Plan

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

The SAC funds will be utilized to purchase magazine subscriptions in grades 1-5 to enhance literacy instruction across the curriculum. Yearly subscriptions include Scholastic, Time for Kids, Scholastic Art, and Music Express. A portion of the funds will also be set aside to purchase membership pins, cards, and magnets for students in grades 4 and 5 that have earned recognition for their academic excellence and their participation as members of the National Elementary Honor Society.

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:

Dr. Maria A. Castaigne

Principal

Years as Administrator: 27

Years at Current School: 21

Credentials

Bachelor of Arts in German and Spanish
 Master of Science in Supervision and Administration
 Doctor in Education
 Certification: School Principal, French, Spanish, and German

Performance Record

2013 – School Grade – A
 Rdg. Proficiency, 85%
 Math Proficiency, 83%
 Rdg. Lrng. Gains, 75 points
 Math Lrng. Gains, 60 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% - 60 points
 Rdg. AMO –Yes
 Math AMO–Yes

2012 - School Grade –A
 Rdg. Proficiency, 84%
 Math Proficiency, 80%
 Rdg. Lrng. Gains, 74 points
 Math Lrng. Gains, 85 points
 Rdg. Imp. Of Lowest 25% - 74 points
 Math Imp. Of Lowest 25% - 75
 Points
 Rdg. AMO - Yes
 Math AMO – Yes

2011 – School Grade – A
 Rdg. Proficiency, 90%
 Math Proficiency, 90%
 Rdg. Lrng. Gains, 78 points
 Math Lrng. Gains, 64 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% - 63 points
 AYP: Yes

2010 – School Grade – A
 Rdg. Proficiency, 85%
 Math Proficiency, 81%
 Rdg. Lrng. Gains, 76 points
 Math Lrng. Gains, 73 points
 Rdg. Imp. of Lowest 25% - 62 points
 Math Imp. of Lowest 25% - 66 points
 AYP: Yes

2009 – School Grade – A
 Rdg. Proficiency, 88%
 Math Proficiency, 88%
 Rdg. Lrng. Gains, 79 points
 Math Lrng. Gains, 77 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% - 72 points
 AYP: Yes

Dr. Constance Nesbitt-Tilghman

Asst Principal

Years as Administrator: 8

Years at Current School: 4

Credentials

Bachelor of Science Communications Psychology/Sociology
 Master of Science in Varying Exceptionality
 Specialist in Educational Leadership
 Doctor in Education

Performance Record

2013 – School Grade – A
 Rdg. Proficiency, 85%
 Math Proficiency, 83%
 Rdg. Lrng. Gains, 75 points
 Math Lrng. Gains, 60 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% - 60 points
 Rdg. AMO –
 Math AMO–
 2012 - School Grade –A
 Rdg. Proficiency, 84%
 Math Proficiency, 80%
 Rdg. Lrng. Gains, 74 points
 Math Lrng. Gains, 85 points
 Rdg. Imp. Of Lowest 25% - 74 points
 Math Imp. Of Lowest 25% - 75
 Points
 Rdg. AMO – Yes
 Math AMO – Yes
 2011 – School Grade – A
 Rdg. Proficiency, 90%
 Math Proficiency,90%
 Rdg. Lrng. Gains, 78 points
 Math Lrng. Gains, 64 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% - 63 points
 AYP: Yes
 2010 – School Grade – A
 Rdg. Proficiency, 85%
 Math Proficiency, 81%
 Rdg. Lrng. Gains, 76 points
 Math Lrng. Gains, 73 points
 Rdg. Imp. of Lowest 25% - 62 points
 Math Imp. of Lowest 25% - 66 points
 AYP: Yes
 2009 – School Grade – C
 Rdg. Proficiency, 44%
 Math Proficiency, 54%
 Rdg. Lrng. Gains, 54 points
 Math Lrng. Gains, 74 points
 Rdg. Imp. of Lowest 25% - 53 points
 Math Imp. of Lowest 25% - 70 points
 AYP: Yes

Classroom Teachers**# of classroom teachers**

28

receiving effective rating or higher

28, 100%

Highly Qualified Teachers

100%

certified in-field

28, 100%

ESOL endorsed

15, 54%

reading endorsed

1, 4%

with advanced degrees

13, 46%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

0, 0%

with 6-14 years of experience

15, 54%

with 15 or more years of experience

14, 50%

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

1

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 principal will utilize the applicant tracking site and her expertise as a former personnel coordinator to recruit highly qualified teachers. To enhance the academic program, the instructional team and the administration collaborate at the grade and school level to share effective practices, evaluate implementation, and make decisions that will bridge the achievement gap. The team facilitates the process of building consensus and providing high quality and rigorous standards.

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

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

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

The MTSS Leadership Team along with the faculty uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitor academic and behavioral data to evaluate progress towards those goals three times per year by:

1. Holding grade level meetings where problem solving is the sole focus.
2. Using the four step problem solving process during all team meetings that focus on maximizing student achievement and/or behavior success. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.
3. Determining how we will know if students have made expected levels of progress towards proficiency. (What progress will show a positive response?)
4. Responding when grades, subject areas, classes, or individual students have not shown a positive response (MTSS problem solving process and monitoring progress of instruction).
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gathering ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 support is provided to students who have not met proficiency or who are at risk of not meeting proficiency. Tier 2 problem solving meetings occur monthly to:

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

The School Improvement Plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. Trend data is analyzed throughout the grade levels to evaluate the current SIP strategies in place and dictate the strategies for next year's SIP.

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

Dr. Maria A. Castaigne, Principal: Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS/RtI, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.
 Dr. Constance Nesbitt-Tilghman, Assistant Principal: Assists in ensuring implementation of intervention support and documentation, ensures adequate professional development opportunities, and ensures the implementation of the school-based MTSS/RtI activities.

Silvia M. Flores, EESAC Chairperson: Assists in the design and implementation of academic goals and objectives; participates in collection and interpretation of data.

Allison Spicer, UTD Building Steward: Assists in the design and implementation of academic goals and objectives; participates in collection and interpretation of data.

Celia Alvarez, Elementary Department Chairpersons and Maria E. Alonso, Elementary Department

Chairperson: Provide information about core instruction, participate in student data collection, and collaborate with other faculty members to implement early intervention planning.

Dr. Constance V. French, School Counselor: Assists with behavioral intervention, provides academic and behavioral social skills training using student-centered data, and provides parents with information on community wellness programs and other services available through outside agencies.

Dr. Irma Hutchinson, School Psychologist: Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk".

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

The SIP is the driving force for raising student achievement. The leadership team, as well as the EESAC, conduct a needs assessment, targets areas for improvement, develops specific improvement plans with the staff, implements and monitors the plan, evaluates its progress, and modifies the plan as needed. The long term goal is to create a self-monitoring and self-improving institution. The collective effort of all stakeholders ensures that goals and objectives of the SIP are achieved. In addition, the principal regularly monitors and reviews the action plans to ensure that time will be devoted to data dialogues and problem solving team meetings to fully implement the School Improvement Plan (SIP) and maintain the MTSS/RtI Model.

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

Analyzed data from ongoing assessments obtained from Benchmark assessments in reading, mathematics, and science, are disaggregated to focus on student weaknesses in each benchmark's content. Edusoft reports, CELLA reports, Progress Monitoring and Reporting Network (PMRN), and STAR reports, will be utilized to compare students' rate of progress and to guide instructional decisions and system procedures for all students. This data will allow adjustment to the delivery of curriculum and instruction to meet the specific needs of students; adjust the delivery of behavior management system; adjust the allocation of resources; drive decisions regarding targeted professional development and create student growth trajectory in order to identify and develop interventions.

Managed data will include:

Academic

- FAIR Assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Reading Plus Progress Reports
- Accelerated Reader Reports
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- District Interim Assessments
- State/Local Math and Science assessments
- FCAT 2.0
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detention
- Suspensions/expulsions
- Referrals classified by student behavior, staff behavior, and administrative context

- Office referrals per day/per month
- Team climate surveys
- Attendance

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

The school will participate in the MTSS district professional development which consists of;

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students**Minutes added to school year: 10,800**

North Dade Center for Modern Languages sets high standards for overall academic performance by offering all students an accelerated English curriculum and an intensive foreign language program. Students attend an extended day program which includes instruction in world languages and integrates international content into all curriculum areas. Foreign language classes reinforce basic skills and academic standards during their 7.5 weekly hours of instruction. The curriculum is interdisciplinary, providing students with a comprehensive education. Additionally, students in grades 4 – 5 have the opportunity to participate in the Cooperative Agreement with Spain. This is an agreement between Spain and Miami-Dade County Public Schools that is approved and accredited to implement a Spanish program providing dual accreditation for the participating students. Students are taught science and social studies using textbooks published in Spain.

CML's emphasis upon critical thinking skills, problem solving skills, and creative thinking processes is evidenced by the various learning opportunities offered to our students. The Cyber Café offers students enrichment and student achievement opportunities through computer technology in science, reading, math, and English. Since 1992, the students who are enrolled in the French program have the opportunity to participate in the annual National French Contest sponsored by AATF. The Early Bird Chess Program enhances reasoning skills and provides students with the opportunity to experience competitions at various levels. The Mathematics and Science Brain Bowl is an in-house competition meant to increase performance in mathematical reasoning skills and scientific processing skills. The Miami Gardens Science Fair is a joint venture with St. Thomas University to promote scientific research. The Brain Blast allows students to participate in general knowledge competitions. CML's music department has a performing group named the Troubadours. The group is composed of fourth and fifth grade students trained in the areas of chorus, melody bells, hand bells, pianicas, and different levels of strings. The students are offered the opportunity to audition for and represent the school at the annual Superintendent's Honors Music Festival. In addition, the group represents CML in the local community and other joint performances.

Strategy Purpose(s)

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

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

North Dade Center for Modern Languages uses formative assessments offered by the school and the District, and summative assessments offered by the State to determine effectiveness of the strategies. The data obtained from these sources are reviewed by the Leadership Team to set the school's academic goals. The school administrators and teachers use assessment data on a regular and systematic basis. The most important use of this data is to help assess the performance of the school, to contribute to its future growth, and to assess how well the school improves from year to year.

Who is responsible for monitoring implementation of this strategy?

The Literacy Leadership Team (LLT) and the Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI) team will utilize the results of formative assessments on a quarterly basis in order to monitor students' progress and to adjust instruction as needed.

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Maria A. Castaigne	Principal
Dr. Constance Nesbitt-Tilghman	Assistant Principal
Patricia Stephens	Reading Leader and Professional Development Support Specialist
Maria E. Alonso	Elementary Department Chairperson
Celia Alvarez	Elementary Department Chairperson
Dr. Irma Hutchinson	School Psychologist

How the school-based LLT functions

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school and focus on areas of literacy concerns across the school. The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. The administrative team will monitor the progress of reading and writing proficiency, ensure that reading and writing is addressed in all classes and content areas, and provide teachers with the support and tools needed to successfully teach reading and writing skills in the classroom. Meetings are scheduled quarterly to address current data, analyze areas of need according to the Common Core State Standards and Next Generation Sunshine State Standards.

Major initiatives of the LLT

The assistant principal will work with the Literacy Leadership Team to guarantee fidelity of the implementation of the Common Core State Standards (CCSS) in correlation with the Next Generation Sunshine State Standards (NGSSS). The Assistant Principal will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers; and providing professional development and resources that will assist teachers and students in understanding the new standards.

To support literacy instruction and initiatives, the principal, as the instructional leader of the school, will promote membership on the Literacy Leadership Team by:

- Holding meeting at convenient times;
- Providing adequate notice of meetings;
- Providing time/coverage (if needed) to attend meetings; and
- Providing Master Plan Points (MPP) and team building activities for members' commitment and participation

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	84%	85%	Yes	86%
American Indian				
Asian				
Black/African American	85%	83%	No	87%
Hispanic	83%	87%	Yes	84%
White				
English language learners	76%	79%	Yes	78%
Students with disabilities				
Economically disadvantaged	82%	82%	Yes	84%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	71	29%	30%
Students scoring at or above Achievement Level 4	141	57%	57%

Learning Gains

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

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)	20	100%	100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	15	75%	78%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	19	90%	91%

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	81	88%	89%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	79%	83%	Yes	81%
American Indian				
Asian				
Black/African American	78%	85%	Yes	81%
Hispanic	78%	81%	Yes	80%
White				
English language learners	84%	64%	No	86%
Students with disabilities				
Economically disadvantaged	77%	82%	Yes	79%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	72	29%	30%
Students scoring at or above Achievement Level 4	136	55%	55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		60%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		60%	64%

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	20	26%	27%
Students scoring at or above Achievement Level 4	41	53%	54%

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)	3		4
Participation in STEM-related experiences provided for students	169	100%	100%

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	12	3%	2%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	14	17%	15%
Students who receive two or more behavior referrals	25	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Goals Summary

- G1.** Students' performance data from the 2013 FCAT 2.0 Reading indicates that 85% of all students achieved proficiency (level 3 or higher). Our goal for the 2014 FCAT 2.0 Reading is to increase achievement by 1 percentage point to 86%.
- G2.** Students' performance data from the 2013 FCAT 2.0 Writing indicates that 88% of fourth grade students scored at level 3.5 or higher. Our goal for the 2014 FCAT 2.0 Writing is to increase achievement by 1 percentage point to 89%.
- G3.** Students' performance data from the 2013 FCAT 2.0 Mathematics indicates that 83% of all students achieved proficiency (level 3 or higher). Our goal for the 2014 FCAT 2.0 Mathematics is to maintain the percentage of students achieving proficiency at 83%.
- G4.** Our goal for the 2014 FCAT 2.0 Science is to increase the percentage of students achieving proficiency (level 3) by 1 percentage point to 27%, and increase the percentage of students achieving proficiency levels 4-5 by 1 percentage point to 54%.
- G5.** Our goal for the 2013-2014 school year is to increase participation in STEM-related experiences provided for students.
- G6.** Our goal for the 2013-2014 school year is to increase student attendance, decrease the number of students who receive two or more behavior referrals, and decrease the number of students who are not proficient in reading by 3rd grade.

Goals Detail

G1. Students' performance data from the 2013 FCAT 2.0 Reading indicates that 85% of all students achieved proficiency (level 3 or higher). Our goal for the 2014 FCAT 2.0 Reading is to increase achievement by 1 percentage point to 86%.

Targets Supported

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

Resources Available to Support the Goal

- District Pacing Guides, core textbook: McGraw Hill Reading Wonders, Voyager (Levels 1 & 2), Reading Plus, Pearson Digital SuccessMaker, Accelerated Reader, FCAT Explorer, Interactive Smart Board

Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 FCAT 2.0 Reading indicates that 29% of students achieved proficiency level 3. Our target for the 2014 FCAT 2.0 Reading is to increase proficiency by 1 percentage point to 30%. Performance indicates a need of improvement in Reporting Category 4 - Informational Text/Research Process. Students require additional opportunities to interpret graphical information (text features, legends, illustrations, diagrams, charts, and keys) to draw information and meaning from the text.
- Students' performance data from the 2013 FCAT 2.0 Reading indicates that 57% of students achieved proficiency level 4 and higher. Our target for the 2014 FCAT 2.0 Reading is to maintain proficiency at 57%. Performance indicates a need of improvement in Reporting Category 2 - Reading Application. Students need to be exposed to a variety of comprehension strategies for narrative and content area text.
- Students' performance data from the 2013 FCAT 2.0 Reading indicates that 75% of students made learning gains in reading. Our target for the 2014 FCAT 2.0 Reading is to increase proficiency by 3 percentage points to 78%. Students require differentiated instruction in the classroom to develop readers with the capacity to comprehend text across a range of types and disciplines.
- Students' performance data from the 2013 FCAT 2.0 Reading indicates that 75% of students in the lowest 25% made learning gains in reading. Our target for the 2014 FCAT 2.0 Reading is to increase proficiency by 3 percentage points to 78%. Students require ample time for the implementation of intervention to increase fluency, vocabulary, and to gain adequate mastery of the development and organization of ideas.
- Performance in the area of Listening/Speaking on the 2013 Florida Comprehensive English Language Learning Assessment (CELLA) indicate that students will benefit from additional opportunities to practice listening and speaking English during the extended school hours.
- Performance in the area of Reading on the 2013 Florida Comprehensive English Language Learning Assessment (CELLA) indicate that students require additional opportunities to read in English due to curriculum in the content areas becoming progressively more demanding, both in terms of cognitive complexity and language demands.
- Performance in the area of Writing on the 2013 Florida Comprehensive English Language Learning Assessment (CELLA) indicate that students will benefit from additional opportunities to practice writing during the extended school hours.
- Students' performance data from the 2013 FCAT Reading indicates that students in the Black subgroup did not make the target 2012-2013 AMO. Our target for the 2014 FCAT 2.0 Reading is to increase proficiency by 4 percentage points from 83% to 87%. Students experienced difficulties in Reporting Category 3- Literary Analysis Fiction/Nonfiction. Focus should be placed on students' ability to read carefully and grasp information, arguments, ideas and details based

on text evidence to be able to answer a range of text dependent questions and questions which require inference based on careful attention to the text.

Plan to Monitor Progress Toward the Goal

Utilizing Florida's Continuous Improvement Model (FCIM), the teacher will review data in order to monitor students' progress and adjust instruction as needed.

Person or Persons Responsible

Teacher

Target Dates or Schedule:

quarterly

Evidence of Completion:

Summative: 2014 FCAT 2.0 Reading

G2. Students' performance data from the 2013 FCAT 2.0 Writing indicates that 88% of fourth grade students scored at level 3.5 or higher. Our goal for the 2014 FCAT 2.0 Writing is to increase achievement by 1 percentage point to 89%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Core Textbook: McGraw Hill Reading Wonders

Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 FCAT Writing indicates that students require additional support writing narrative accounts with appropriate voice.

Plan to Monitor Progress Toward the Goal

Utilizing Florida's Continuous Improvement Model (FCIM), teachers will monitor the implementation of identified strategies and adjust focus as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule:

monthly

Evidence of Completion:

Formative: District Mid-Year Writing Assessments Summative: 2014 FCAT 2.0

G3. Students' performance data from the 2013 FCAT 2.0 Mathematics indicates that 83% of all students achieved proficiency (level 3 or higher). Our goal for the 2014 FCAT 2.0 Mathematics is to maintain the percentage of students achieving proficiency at 83%.

Targets Supported

Resources Available to Support the Goal

- District Pacing Guides, core textbook: Houghton Mifflin Harcourt Go Math! Florida, Explore Learning Gizmos, Pearson Digital SuccessMaker, FCAT Explorer, Interactive Smart Board

Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 FCAT 2.0 Mathematics indicates that 29% of students achieved proficiency level 3. Our target for the 2014 FCAT 2.0 Mathematics is to increase proficiency by 1 percentage point to 30%. Performance indicates that students in grade 3 experienced difficulty and need improvement in Reporting Category - Number: Fractions, and students in grade 4 experienced difficulty and indicate a need of improvement in Reporting Category - Number: Base Ten and Fractions. Students need opportunities to increase understanding of fractions and to develop mathematical fluency and problem solving proficiency in the areas of fraction equivalence and comparison.
- Performance for students scoring at achievement level 3 on the 2013 FCAT 2.0 Mathematics indicates that students in grade 5 experienced difficulty and need improvement in Reporting Category – Geometry and Measurement. Students need opportunities to increase mathematical fluency and problem solving proficiency in the areas of measurement conversions, area and volume, and coordinate plane.
- Students' performance data from the 2013 FCAT 2.0 Mathematics indicates that 55% of students achieved proficiency levels 4 and higher. Our target for the 2014 FCAT 2.0 Mathematics is to maintain proficiency at 55%. Performance indicates that students showed substantial level of proficiency and would require to maintain or improve performance in Reporting Category - Number: Operations, Problems & Statistics. Students need enrichment opportunities to extend their learning and make real-world connections when working with the concepts of decimals, fractions, percent, and problem solving.
- Students' performance data from the 2013 FCAT 2.0 Mathematics indicates that 60% of students made learning gains in mathematics. Our target for the 2014 FCAT 2.0 Mathematics is to increase proficiency by 4 percentage points to 64%. Students require ample opportunities to practice and apply learned concepts to real-life situations.
- Students' performance data from the 2013 FCAT 2.0 Mathematics indicates that 60% of students in the lowest 25% made learning gains in mathematics. Our target for the 2014 FCAT 2.0 Mathematics is to increase proficiency by 4 percentage points to 64%. Students require additional support in developing mathematical foundation in basic math skills and solving real world problems.
- Students' performance data from the 2013 FCAT Mathematics indicates that students in the ELL subgroup did not make the target 2012-2013 AMO. Our target for the 2014 FCAT 2.0 Mathematics is to increase proficiency by 22 percentage points from 64% to 86%. Students experienced difficulties and need improvement in Reporting Category 2- Number: Fractions. ELL students need ample opportunities to gain solid conceptual understanding and the ability to apply the math to solve problems inside and outside the math classroom.

Plan to Monitor Progress Toward the Goal

Utilizing Florida's Continuous Improvement Model (FCIM), teachers will review formative assessments that target application of the skills taught and adjust instruction as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule:

quarterly

Evidence of Completion:

Formative: District Interim Assessments Summative: 2014 FCAT 2.0

G4. Our goal for the 2014 FCAT 2.0 Science is to increase the percentage of students achieving proficiency (level 3) by 1 percentage point to 27%, and increase the percentage of students achieving proficiency levels 4-5 by 1 percentage point to 54%.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Discovery Education, Explore Learning Gizmos, Pearson Digital SuccessMaker, FCAT Explorer, core textbook: Scott Foresman Science

Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 FCAT 2.0 Science indicates that 26% of students achieved proficiency level 3. Our target for the 2014 FCAT 2.0 Science is to increase proficiency by 1 percentage point to 27%. Performance indicates that fifth grade students experienced difficulty and need improvement in Reporting Category - Physical Science. Students need opportunities to increase understanding of concepts associated with basic forms of energy, forces, conversion of electric energy into other forms of energy, and relationship among mass, force, and motion.
- Students' performance data from the 2013 FCAT 2.0 Science indicates that 53% of students achieved proficiency levels 4-5. Our target is to increase proficiency by 1 percentage point to 54%. Performance indicates that fifth grade students showed substantial level of proficiency and would require to maintain or improve performance in Reporting Category - Earth and Space Science. Students require ample opportunities to experience and apply learned science concepts.

Plan to Monitor Progress Toward the Goal

Utilizing Florida's Continuous Improvement Model (FCIM), the teachers will review formative assessments that target concepts taught and adjust focus as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule:

quarterly

Evidence of Completion:

Benchmark mini-assessments, District Interim Assessments, computer generated reports (FCAT Explorer, Gizmos,) Summative: 2014 FCAT 2.0 Science

G5. Our goal for the 2013-2014 school year is to increase participation in STEM-related experiences provided for students.

Targets Supported

- STEM - All Levels

Resources Available to Support the Goal

- Science & Engineering Fair Project Guide

Targeted Barriers to Achieving the Goal

- Students need to be engaged in the learning of science by providing ample opportunities to investigate, interact, and apply their knowledge in order to prepare them for future STEM courses.

Plan to Monitor Progress Toward the Goal

Teachers will monitor participation of scientific enrichment activities

Person or Persons Responsible

Teachers

Target Dates or Schedule:

December 2013

Evidence of Completion:

Science Fair projects

G6. Our goal for the 2013-2014 school year is to increase student attendance, decrease the number of students who receive two or more behavior referrals, and decrease the number of students who are not proficient in reading by 3rd grade.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Based on the analysis of the 2013 attendance data, 3% of the student population missed 10% or more of available instructional time. Our target for the 2014 school year is to decrease the number of students with excessive absences by 1 percentage point to 2%. Parents have to be made aware of the impact of absenteeism on achievement.
- Based on the analysis of the 2013 referral/suspension data, 6% of the student population received two or more behavior referrals and 0% of the student population received a behavior referral that led to suspension. Our target for the 2014 school year is to decrease the number of students receiving behavior referrals by 1 percentage point to 5%, and to maintain the 0% suspension rate. Emphasis will be placed on increasing the awareness of model student behaviors delineated in the Code of Student Conduct.
- Students' performance data from the 2013 FCAT 2.0 Reading indicates that 17% of third grade students are not proficient in reading. Our target for the 2014 FCAT 2.0 is to decrease the percentage of non proficient students by 2 percentage points to 15%. Students will benefit from additional opportunities during the extended school hours to receive small group intervention strategies in reading.

Plan to Monitor Progress Toward the Goal

Utilizing Florida's Continuous Improvement Model (FCIM), the MTSS/RtI Team will review formative assessments that target application of the skills taught and adjust instruction as needed.

Person or Persons Responsible

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

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: District Interim Assessments Summative: 2014 FCAT 2.0

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students' performance data from the 2013 FCAT 2.0 Reading indicates that 85% of all students achieved proficiency (level 3 or higher). Our goal for the 2014 FCAT 2.0 Reading is to increase achievement by 1 percentage point to 86%.

G1.B1 Students' performance data from the 2013 FCAT 2.0 Reading indicates that 29% of students achieved proficiency level 3. Our target for the 2014 FCAT 2.0 Reading is to increase proficiency by 1 percentage point to 30%. Performance indicates a need of improvement in Reporting Category 4 - Informational Text/Research Process. Students require additional opportunities to interpret graphical information (text features, legends, illustrations, diagrams, charts, and keys) to draw information and meaning from the text.

G1.B1.S1 Provide opportunities to use real-world documents such as, how-to articles, brochures, fliers, and websites and use text features to locate, interpret, and organize information.

Action Step 1

Provide opportunities for students to use text feature charts and text feature analysis to help students locate and draw information from text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Classroom mini-Assessments/observations

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

Utilizing Florida's Continuous Improvement Model (FCIM), the LLT will review data in order to monitor students' progress and adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark assessments, District Interim Assessments, computer assisted reports (Reading Plus, Success Maker, Accelerated Reader)

Plan to Monitor Effectiveness of G1.B1.S1

Utilizing Florida's Continuous Improvement Model (FCIM), the LLT along with the MTSS/RtI will review data in order to monitor students' progress and adjust instruction as needed.

Person or Persons Responsible

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

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark assessments, District Interim Assessments, computer assisted reports (Reading Plus, Success Maker, Accelerated Reader) Summative: 2014 FCAT 2.0 Reading

G1.B2 Students' performance data from the 2013 FCAT 2.0 Reading indicates that 57% of students achieved proficiency level 4 and higher. Our target for the 2014 FCAT 2.0 Reading is to maintain proficiency at 57%. Performance indicates a need of improvement in Reporting Category 2 - Reading Application. Students need to be exposed to a variety of comprehension strategies for narrative and content area text.

G1.B2.S1 Provide opportunities for students to identify and interpret elements of story structure within and across various texts.

Action Step 1

Provide opportunities for reflective and close analytic reading through the use of graphic organizers: two column notes, main idea table, summary pyramid, time line, sequence chain, cause/effect chain, one sentence summarizers, theme definition, common themes in literature, Venn diagram, and content frames.

Person or Persons Responsible

Teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Classroom mini-Assessments/observations

Action Step 2

Provide opportunities for students to describe how a narrator's or speaker's point of view influences how events are described, and analyze multiple accounts of the same event or topic to note important similarities and differences in the point of view they present.

Person or Persons Responsible

Teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Classroom mini-assessments/observations

Facilitator:

Reading Leader

Participants:

Teachers

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

Utilizing Florida's Continuous Improvement Model (FCIM), the LLT will review data in order to monitor students' progress and adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark assessments, District Interim Assessments, computer assisted reports (Reading Plus, Success Maker, Accelerated Reader)

Plan to Monitor Effectiveness of G1.B2.S1

Utilizing Florida's Continuous Improvement Model (FCIM), the LLT along with the MTSS/RtI Team will review data in order to monitor students' progress and adjust instruction as needed.

Person or Persons Responsible

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

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark assessments, District Interim Assessments, computer assisted reports (Reading Plus, Success Maker, Accelerated Reader) Summative: 2014 FCAT 2.0 Reading

G1.B3 Students' performance data from the 2013 FCAT 2.0 Reading indicates that 75% of students made learning gains in reading. Our target for the 2014 FCAT 2.0 Reading is to increase proficiency by 3 percentage points to 78%. Students require differentiated instruction in the classroom to develop readers with the capacity to comprehend text across a range of types and disciplines.

G1.B3.S1 Provide teaching techniques focused on real-world experiences so that students build a relationship between core subjects, world languages, and their lives.

Action Step 1

Provide opportunities to incorporate the use of main idea- detail notes and content frames to organize information and increase main points from the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Classroom mini-Assessments/observations

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

Utilizing Florida's Continuous Improvement Model (FCIM), the LLT will review data in order to monitor students' progress and adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark assessments, District Interim Assessments, computer assisted reports (Reading Plus, Success Maker, Accelerated Reader)

Plan to Monitor Effectiveness of G1.B3.S1

Utilizing Florida's Continuous Improvement Model (FCIM), the MTSS/RtI Team will review data in order to monitor students' progress and adjust instruction as needed.

Person or Persons Responsible

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

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark assessments, District Interim Assessments, computer assisted reports (Reading Plus, Success Maker, Accelerated Reader) Summative: 2014 FCAT 2.0 Reading

G1.B4 Students' performance data from the 2013 FCAT 2.0 Reading indicates that 75% of students in the lowest 25% made learning gains in reading. Our target for the 2014 FCAT 2.0 Reading is to increase proficiency by 3 percentage points to 78%. Students require ample time for the implementation of intervention to increase fluency, vocabulary, and to gain adequate mastery of the development and organization of ideas.

G1.B4.S1 Provide intensive tutoring during the school day to students identified as levels 1 and 2 on the 2013 FCAT 2.0 Reading. Focus on close analytic reading and critical thinking skills to answer text based questions.

Action Step 1

Utilize supplemental instructional materials along with computer assisted programs (Accelerated Reader, Reading Plus, Success Maker) to build skills and accelerate academic growth in the following reading areas: phonics, phonemic awareness, fluency, oral language, vocabulary, and comprehension.

Person or Persons Responsible

Teacher

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark mini-assessments

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

Utilizing Florida's Continuous Improvement Model (FCIM), the LLT will review data in order to ensure continuous progress and intervention adjustments.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

quarterly

Evidence of Completion

Fair assessments, Benchmark assessments, District Interim Assessments, computer assisted reports (Reading Plus, Success Maker, Accelerated Reader)

Plan to Monitor Effectiveness of G1.B4.S1

Utilizing Florida's Continuous Improvement Model (FCIM), the MTSS/RtI Team will review data in order to ensure continuous progress and intervention adjustments.

Person or Persons Responsible

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

Target Dates or Schedule

quarterly

Evidence of Completion

Fair assessments, Benchmark assessments, District Interim Assessments, computer assisted reports (Reading Plus, Success Maker, Accelerated Reader) Summative: 2014 FCAT 2.0 Reading

G1.B5 Performance in the area of Listening/Speaking on the 2013 Florida Comprehensive English Language Learning Assessment (CELLA) indicate that students will benefit from additional opportunities to practice listening and speaking English during the extended school hours.

G1.B5.S1 Provide extensive exposure to meaningful language and opportunities to engage in linguistic interaction with others by using a variety of materials.

Action Step 1

Use the think aloud strategy to model to students how skilled readers construct meaning from a text, and provide opportunities for cooperative group projects to allow students to develop linguistic and academic skills simultaneously.

Person or Persons Responsible

Teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Classroom assessments/teacher observations

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

The LLT will monitor the implementation of identified strategies through the Florida Continuous Improvement Model (FCIM) and make adjustments to instruction as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

quarterly

Evidence of Completion

FAIR, District Interim Assessments

Plan to Monitor Effectiveness of G1.B5.S1

The MTSS/RtI team will monitor the implementation of identified strategies through the Florida Continuous Improvement Model (FCIM) and make adjustments to instruction as needed.

Person or Persons Responsible

Multi-Tiered Systems Support (MTSS/ Response to Intervention (RtI) Team

Target Dates or Schedule

quarterly

Evidence of Completion

FAIR, District Interim Assessments Summative: 2014 FCAT 2.0 Reading

G1.B6 Performance in the area of Reading on the 2013 Florida Comprehensive English Language Learning Assessment (CELLA) indicate that students require additional opportunities to read in English due to curriculum in the content areas becoming progressively more demanding, both in terms of cognitive complexity and language demands.

G1.B6.S1 Utilize pre-, during, and post-reading strategies to help students learn conscious processes and techniques that facilitate the acquisition and retention of new skills and concepts.

Action Step 1

Provide a high degree of contextual clues to assist in conveying the meaning of the language and Utilize visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message.

Person or Persons Responsible

Teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Classroom assessments/teachers observations

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

The LLT will monitor the implementation of identified strategies through the Florida Continuous Improvement Model (FCIM) and make adjustments to instruction as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

quarterly

Evidence of Completion

FAIR, District Interim Assessments

Plan to Monitor Effectiveness of G1.B6.S1

The MTSS/RtI team will monitor the implementation of identified strategies through the Florida Continuous Improvement Model (FCIM) and make adjustments to instruction as needed.

Person or Persons Responsible

Multi-Tiered Systems Support (MTSS/ Response to Intervention (RtI) Team

Target Dates or Schedule

quarterly

Evidence of Completion

FAIR, District Interim Assessments Summative: 2014 FCAT 2.0 Reading

G1.B7 Performance in the area of Writing on the 2013 Florida Comprehensive English Language Learning Assessment (CELLA) indicate that students will benefit from additional opportunities to practice writing during the extended school hours.

G1.B7.S1 Create a climate that promotes writing and demonstrates that students' writing is valued.

Action Step 1

Offer the opportunity to write frequently based on student's experiences and interests by the use of personal journals, dialogue journals, and reading response logs/journals.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

monthly writing prompts

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

The LLT will monitor the implementation of identified strategies through the Florida Continuous Improvement Model (FCIM) and make adjustments to instruction as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

monthly

Evidence of Completion

monthly writing prompts

Plan to Monitor Effectiveness of G1.B7.S1

The MTSS/RtI team will monitor the implementation of identified strategies through the Florida Continuous Improvement Model (FCIM) and make adjustments to instruction as needed.

Person or Persons Responsible

Multi-Tiered Systems Support (MTSS/ Response to Intervention (RtI) Team

Target Dates or Schedule

monthly

Evidence of Completion

monthly writing prompts Summative: 2014 FCAT 2.0 Writing

G1.B8 Students' performance data from the 2013 FCAT Reading indicates that students in the Black subgroup did not make the target 2012-2013 AMO. Our target for the 2014 FCAT 2.0 Reading is to increase proficiency by 4 percentage points from 83% to 87%. Students experienced difficulties in Reporting Category 3- Literary Analysis Fiction/Nonfiction. Focus should be placed on students' ability to read carefully and grasp information, arguments, ideas and details based on text evidence to be able to answer a range of text dependent questions and questions which require inference based on careful attention to the text.

G1.B8.S1 Provide students with opportunities to identify and interpret elements of story structure within and across texts and to use text features to locate, interpret and organize information.

Action Step 1

Provide students with opportunities to use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification.

Person or Persons Responsible

Teacher

Target Dates or Schedule

quarterly

Evidence of Completion

Classroom mini-assessments/observations

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

Utilizing Florida's Continuous Improvement Model (FCIM), the LLT will review data in order to monitor students' progress and adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark assessments, District Interim Assessments, computer assisted reports (Reading Plus, Success Maker, Accelerated Reader)

Plan to Monitor Effectiveness of G1.B8.S1

Utilizing Florida's Continuous Improvement Model (FCIM), the MTSS/RtI Team will review data in order to monitor students' progress and adjust instruction as needed.

Person or Persons Responsible

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

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark assessments, District Interim Assessments, computer assisted reports (Reading Plus, Success Maker, and Accelerated Reader) Summative: 2104 FCAT 2.0 Reading

G2. Students' performance data from the 2013 FCAT 2.0 Writing indicates that 88% of fourth grade students scored at level 3.5 or higher. Our goal for the 2014 FCAT 2.0 Writing is to increase achievement by 1 percentage point to 89%.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support writing narrative accounts with appropriate voice.

G2.B1.S1 Develop writing techniques that focus on the use of figurative and descriptive language to convey style and tone, and utilize word connotations that impact meaning in narrative accounts.

Action Step 1

During writing instruction, students will focus on voice: point of view, feelings, thoughts, and reflections.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Students' weekly writing prompts

Action Step 2

Use graphic organizers/plan to write drafts organized with a logical sequence of beginning, middle, and end, using supporting details, facts, and/or opinions, to develop focus and elaboration.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Students' weekly writing prompts

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

Utilizing Florida's Continuous Improvement Model (FCIM), the LLT will monitor the implementation of identified strategies and make adjustments to instruction as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

monthly

Evidence of Completion

monthly writing prompts

Plan to Monitor Effectiveness of G2.B1.S1

Utilizing Florida's Continuous Improvement Model (FCIM), the MTSS/RtI will monitor the implementation of identified strategies and make adjustments to instruction as needed.

Person or Persons Responsible

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

Target Dates or Schedule

monthly

Evidence of Completion

Monthly writing prompts Summative: 2014 FCAT 2.0 Writing

G3. Students' performance data from the 2013 FCAT 2.0 Mathematics indicates that 83% of all students achieved proficiency (level 3 or higher). Our goal for the 2014 FCAT 2.0 Mathematics is to maintain the percentage of students achieving proficiency at 83%.

G3.B1 Students' performance data from the 2013 FCAT 2.0 Mathematics indicates that 29% of students achieved proficiency level 3. Our target for the 2014 FCAT 2.0 Mathematics is to increase proficiency by 1 percentage point to 30%. Performance indicates that students in grade 3 experienced difficulty and need improvement in Reporting Category - Number: Fractions, and students in grade 4 experienced difficulty and indicate a need of improvement in Reporting Category - Number: Base Ten and Fractions. Students need opportunities to increase understanding of fractions and to develop mathematical fluency and problem solving proficiency in the areas of fraction equivalence and comparison.

G3.B1.S1 Provide the instructional support needed to develop contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

Action Step 1

Provide grade appropriate opportunities for students to compare and order fractions, mixed numbers, and decimals in the same or different forms; generate equivalent fractions or simplify fractions to lowest terms; add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark mini-assessments/observation

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

Utilizing Florida's Continuous Improvement Model (FCIM), MTSS/RtI Team will review formative assessments that target application of the skills taught and adjust instruction as needed.

Person or Persons Responsible

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

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark mini-assessments, District Interim Assessments, computer generated reports (FCAT Explorer, Gizmos, Think Central, and Success Maker)

Plan to Monitor Effectiveness of G3.B1.S1

Utilizing Florida's Continuous Improvement Model (FCIM), the MTSS/RtI Team will review formative assessments that target application of the skills taught and adjust instruction as needed.

Person or Persons Responsible

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

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark mini-assessments, District Interim Assessments, computer generated reports (FCAT Explorer, Gizmos, Think Central, and Success Maker) Summative: 2014 FCAT 2.0 Mathematics

G3.B2 Performance for students scoring at achievement level 3 on the 2013 FCAT 2.0 Mathematics indicates that students in grade 5 experienced difficulty and need improvement in Reporting Category – Geometry and Measurement. Students need opportunities to increase mathematical fluency and problem solving proficiency in the areas of measurement conversions, area and volume, and coordinate plane.

G3.B2.S1 Provide grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area.

Action Step 1

Provide opportunities for students to perform multi-step conversions to solve problems within the same measurement system, including determining elapsed time.

Person or Persons Responsible

Teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark mini-assessments/observations

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

Utilizing Florida's Continuous Improvement Model (FCIM), the MTSS/RtI team will review formative assessments that target application of the skills taught and adjust instruction as needed.

Person or Persons Responsible

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

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark mini-assessments, District Interim Assessments, computer generated reports (FCAT Explorer, Gizmos, Think Central, and Success Maker)

Plan to Monitor Effectiveness of G3.B2.S1

Utilizing Florida's Continuous Improvement Model (FCIM), the MTSS/RtI team will review formative assessments that target application of the skills taught and adjust instruction as needed.

Person or Persons Responsible

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

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark mini-assessments, District Interim Assessments, computer generated reports (FCAT Explorer, Gizmos, Think Central, and Success Maker) Summative: 2014 FCAT 2.0 Mathematics

G3.B3 Students' performance data from the 2013 FCAT 2.0 Mathematics indicates that 55% of students achieved proficiency levels 4 and higher. Our target for the 2014 FCAT 2.0 Mathematics is to maintain proficiency at 55%. Performance indicates that students showed substantial level of proficiency and would require to maintain or improve performance in Reporting Category - Number: Operations, Problems & Statistics. Students need enrichment opportunities to extend their learning and make real-world connections when working with the concepts of decimals, fractions, percent, and problem solving.

G3.B3.S1 Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

Action Step 1

Provide students with enrichment opportunities to extend their learning by incorporating thematic units while working with the concepts of decimals, fractions, percent, and problem solving .

Person or Persons Responsible

Teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark mini-assessments/observations

Facilitator:

Math Leader

Participants:

Teachers

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

Utilizing Florida's Continuous Improvement Model (FCIM), the MTSS/RtI team will review formative assessments that target application of the skills taught and adjust instruction as needed.

Person or Persons Responsible

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

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark mini-assessments, District Interim Assessments, computer generated reports (FCAT Explorer, Gizmos, Think Central, and Success Maker)

Plan to Monitor Effectiveness of G3.B3.S1

Utilizing Florida's Continuous Improvement Model (FCIM), the MTSS/RtI team will review formative assessments that target application of the skills taught and adjust instruction as needed.

Person or Persons Responsible

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

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark mini-assessments, District Interim Assessments, computer generated reports (FCAT Explorer, Gizmos, Think Central, and Success Maker) Summative: 2014 FCAT 2.0 Mathematics

G3.B4 Students' performance data from the 2013 FCAT 2.0 Mathematics indicates that 60% of students made learning gains in mathematics. Our target for the 2014 FCAT 2.0 Mathematics is to increase proficiency by 4 percentage points to 64%. Students require ample opportunities to practice and apply learned concepts to real-life situations.

G3.B4.S1 Provide tailored instruction to small groups to foster the use of meaning of numbers to create strategies for solving problems and responding to practical situations.

Action Step 1

Include the use of manipulatives, models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark mini-assessments/observations

Action Step 2

Utilize computer assisted programs (FCAT Explorer, Gizmos, Think Central, Success Maker) that include visual stimulus to develop conceptual understanding of numbers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark mini-assessments/observations

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

Utilizing Florida's Continuous Improvement Model (FCIM), the MTSS/RtI team will review formative assessments that target application of the skills taught and adjust instruction as needed.

Person or Persons Responsible

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

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark mini-assessments, District Interim Assessments, computer generated reports (FCAT Explorer, Gizmos, Think Central, and Success Maker)

Plan to Monitor Effectiveness of G3.B4.S1

Utilizing Florida's Continuous Improvement Model (FCIM), the MTSS/RtI team will review formative assessments that target application of the skills taught and adjust instruction as needed.

Person or Persons Responsible

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

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark mini-assessments, District Interim Assessments, computer generated reports (FCAT Explorer, Gizmos, Think Central, and Success Maker) Summative: 2014 FCAT 2.0 Mathematics

G3.B5 Students' performance data from the 2013 FCAT 2.0 Mathematics indicates that 60% of students in the lowest 25% made learning gains in mathematics. Our target for the 2014 FCAT 2.0 Mathematics is to increase proficiency by 4 percentage points to 64%. Students require additional support in developing mathematical foundation in basic math skills and solving real world problems.

G3.B5.S1 Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Action Step 1

Provide small group intervention strategies to develop basic mathematical skills and provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.

Person or Persons Responsible

Teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark mini-assessments/observations

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

Utilizing Florida's Continuous Improvement Model (FCIM), the MTSS/RtI team will review formative assessments that target application of the skills taught and adjust instruction as needed.

Person or Persons Responsible

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

Target Dates or Schedule

Quarterly

Evidence of Completion

Benchmark mini-assessments, District Interim Assessments, computer generated reports (FCAT Explorer, Gizmos, Think Central, and Success Maker)

Plan to Monitor Effectiveness of G3.B5.S1

Utilizing Florida's Continuous Improvement Model (FCIM), the MTSS/RtI team will review formative assessments that target application of the skills taught and adjust instruction as needed.

Person or Persons Responsible

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

Target Dates or Schedule

Quarterly

Evidence of Completion

Benchmark mini-assessments, District Interim Assessments, computer generated reports (FCAT Explorer, Gizmos, Think Central, and Success Maker) Summative: 2014 FCAT 2.0 Mathematics

G3.B6 Students' performance data from the 2013 FCAT Mathematics indicates that students in the ELL subgroup did not make the target 2012-2013 AMO. Our target for the 2014 FCAT 2.0 Mathematics is to increase proficiency by 22 percentage points from 64% to 86%. Students experienced difficulties and need improvement in Reporting Category 2- Number: Fractions. ELL students need ample opportunities to gain solid conceptual understanding and the ability to apply the math to solve problems inside and outside the math classroom.

G3.B6.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.

Action Step 1

Utilize Success Maker, FCAT Explorer, Gizmos, and Think Central to build a high degree of procedural skill and fluency.

Person or Persons Responsible

Teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark mini-assessments, computer generated reports (FCAT Explorer, Gizmos, Think Central, and Success Maker)

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

Utilizing Florida's Continuous Improvement Model (FCIM), the MTSS/RtI team will review formative assessments that target application of the skills taught and adjust instruction as needed.

Person or Persons Responsible

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

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark mini-assessments, District Interim Assessments, computer generated reports (FCAT Explorer, Gizmos, Think Central, and Success Maker)

Plan to Monitor Effectiveness of G3.B6.S1

Utilizing Florida's Continuous Improvement Model (FCIM), the MTSS/RtI team will review formative assessments that target application of the skills taught and adjust instruction as needed

Person or Persons Responsible

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

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark mini-assessments, District Interim Assessments, computer generated reports (FCAT Explorer, Gizmos, Think Central, and Success Maker) Summative: 2014 FCAT 2.0 Mathematics

G4. Our goal for the 2014 FCAT 2.0 Science is to increase the percentage of students achieving proficiency (level 3) by 1 percentage point to 27%, and increase the percentage of students achieving proficiency levels 4-5 by 1 percentage point to 54%.

G4.B1 Students' performance data from the 2013 FCAT 2.0 Science indicates that 26% of students achieved proficiency level 3. Our target for the 2014 FCAT 2.0 Science is to increase proficiency by 1 percentage point to 27%. Performance indicates that fifth grade students experienced difficulty and need improvement in Reporting Category - Physical Science. Students need opportunities to increase understanding of concepts associated with basic forms of energy, forces, conversion of electric energy into other forms of energy, and relationship among mass, force, and motion.

G4.B1.S1 Expose students to instruction that includes teacher demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to energy, forces, and motion.

Action Step 1

Increase rigor in science writing by providing evidence of effective lab write ups based on investigations/hands-on activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark mini-assessments, student work, project based learning

Facilitator:

Science Leader

Participants:

Teachers

Action Step 2

Use quality assessments to inform instruction (Florida Achieve-Focus, FCAT Explorer)

Person or Persons Responsible

Teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Computer assisted reports from FCAT Explorer - Florida Achieve FOCUS, Gizmos

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

Utilizing Florida's Continuous Improvement Model (FCIM), the MTSS/RtI team will review formative assessments that target concepts taught and adjust focus as needed.

Person or Persons Responsible

Multi-Tiered Systems of Support (MTSS)/Response to Instruction/Intervention (RtI)

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark mini-assessments, District Interim Assessments, computer generated reports (FCAT Explorer, Gizmos,)

Plan to Monitor Effectiveness of G4.B1.S1

Utilizing Florida's Continuous Improvement Model (FCIM), the MTSS/RtI will review formative assessments that target concepts taught and adjust focus as needed.

Person or Persons Responsible

Multi-Tiered Systems of Support (MTSS)/Response to Instruction/Intervention (RtI)

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark mini-assessments, District Interim Assessments, computer generated reports (FCAT Explorer, Gizmos,) Summative: 2014 FCAT 2.0 Science

G4.B2 Students' performance data from the 2013 FCAT 2.0 Science indicates that 53% of students achieved proficiency levels 4-5. Our target is to increase proficiency by 1 percentage point to 54%. Performance indicates that fifth grade students showed substantial level of proficiency and would require to maintain or improve performance in Reporting Category - Earth and Space Science. Students require ample opportunities to experience and apply learned science concepts.

G4.B2.S1 Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion.

Action Step 1

Implement inquiry based activities that allow for testing of hypothesis, data analysis, explanation of variables, and experimental design.

Person or Persons Responsible

Teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Lab Reports/observations

Action Step 2

Monitor and support the implementation of rigorous activities and high order questioning strategies to increase student conceptual understanding.

Person or Persons Responsible

Teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark mini-assessments, FCAT Explorer - Florida Achieve FOCUS, Gizmos

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

Utilizing Florida's Continuous Improvement Model (FCIM), the MTSS/RtI team will review formative assessments that target concepts taught and adjust focus as needed.

Person or Persons Responsible

Multi-Tiered Systems of Support (MTSS)/Response to Instruction/Intervention (RtI)

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark mini-assessments, District Interim Assessments, computer generated reports (FCAT Explorer, Gizmos,)

Plan to Monitor Effectiveness of G4.B2.S1

Utilizing Florida's Continuous Improvement Model (FCIM), the MTSS/RtI team will review formative assessments that target concepts taught and adjust focus as needed.

Person or Persons Responsible

Multi-Tiered Systems of Support (MTSS)/Response to Instruction/Intervention (RtI)

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark mini-assessments, District Interim Assessments, computer generated reports (FCAT Explorer, Gizmos,) Summative: 2014 FCAT 2.0 Science

G5. Our goal for the 2013-2014 school year is to increase participation in STEM-related experiences provided for students.

G5.B1 Students need to be engaged in the learning of science by providing ample opportunities to investigate, interact, and apply their knowledge in order to prepare them for future STEM courses.

G5.B1.S1 Provide opportunities for students in grades 4 and 5 to develop Science Fair projects to compete at the local and district levels.

Action Step 1

Establish a plan and timeline for the development of student projects and increase the participation in science fair competitions at the local and District levels.

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013 - December 2013

Evidence of Completion

Science Fair projects

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

The Science Fair Committee and principal will look for increased participation in school site science competitions that serve as a selection process for local and district competitions.

Person or Persons Responsible

Science Fair Committee and Principal

Target Dates or Schedule

December 2013

Evidence of Completion

Science Fair projects

Plan to Monitor Effectiveness of G5.B1.S1

The Science Fair Committee and principal will look for increased participation in school site science competitions that serve as a selection process for local and district competitions.

Person or Persons Responsible

Science Fair Committee and Principal

Target Dates or Schedule

December 2013

Evidence of Completion

Science Fair projects

G6. Our goal for the 2013-2014 school year is to increase student attendance, decrease the number of students who receive two or more behavior referrals, and decrease the number of students who are not proficient in reading by 3rd grade.

G6.B1 Based on the analysis of the 2013 attendance data, 3% of the student population missed 10% or more of available instructional time. Our target for the 2014 school year is to decrease the number of students with excessive absences by 1 percentage point to 2%. Parents have to be made aware of the impact of absenteeism on achievement.

G6.B1.S1 Use data to identify students with excessive absences and engage parents in the process of identifying solutions and rewarding the results.

Action Step 1

Monitor students who are developing a pattern of non-attendance

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Daily Attendance Reports Student Services Forms

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

MTSS/Rtl Team will utilize daily attendance reports and Student Services Forms to provide recommendations to implement strategies to reduce percentage of students at risk.

Person or Persons Responsible

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

Target Dates or Schedule

Monthly

Evidence of Completion

Daily Attendance Report Student Services Forms

Plan to Monitor Effectiveness of G6.B1.S1

MTSS/Rtl Team will utilize daily attendance reports and Student Services Forms to provide recommendations to implement strategies to reduce percentage of students at risk.

Person or Persons Responsible

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

Target Dates or Schedule

Monthly

Evidence of Completion

Daily Attendance Report Student Services Forms

G6.B2 Based on the analysis of the 2013 referral/suspension data, 6% of the student population received two or more behavior referrals and 0% of the student population received a behavior referral that led to suspension. Our target for the 2014 school year is to decrease the number of students receiving behavior referrals by 1 percentage point to 5%, and to maintain the 0% suspension rate. Emphasis will be placed on increasing the awareness of model student behaviors delineated in the Code of Student Conduct.

G6.B2.S1 Utilize the Student Code of Conduct in the beginning of the year to conduct classroom lessons to extensively discuss expected behavior and consequences.

Action Step 1

Students who are deemed as developing inappropriate patterns of behavior will be referred to the MTSS/Rtl team

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Services Forms

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

MTSS/Rtl Team will utilize daily attendance reports and Student Services Forms to provide recommendations to implement strategies to reduce percentage of students at risk.

Person or Persons Responsible

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

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Services Form

Plan to Monitor Effectiveness of G6.B2.S1

MTSS/RtI Team will utilize daily attendance reports and Student Services Forms to provide recommendations to implement strategies to reduce percentage of students at risk.

Person or Persons Responsible

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

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Services Form

G6.B3 Students' performance data from the 2013 FCAT 2.0 Reading indicates that 17% of third grade students are not proficient in reading. Our target for the 2014 FCAT 2.0 is to decrease the percentage of non proficient students by 2 percentage points to 15%. Students will benefit from additional opportunities during the extended school hours to receive small group intervention strategies in reading.

G6.B3.S1 Provide intensive tutoring during the school day to address students' areas of need.

Action Step 1

Utilize supplemental instructional material along with computer assisted programs to build skills and accelerate academic growth in phonics, phonemic awareness, fluency, oral language, vocabulary, and comprehension

Person or Persons Responsible

Teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark mini-assessments

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

Utilizing the FCIM, the LLT will review data in order to ensure continuous progress and intervention adjustments

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

quarterly

Evidence of Completion

FAIR assessments, Benchmark assessments, District Interim Assessments, Computer assisted reports

Plan to Monitor Effectiveness of G6.B3.S1

Utilizing the FCIM, the MTSS/RtI team will review data in order to ensure continuous progress and intervention adjustments

Person or Persons Responsible

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

Target Dates or Schedule

quarterly

Evidence of Completion

FAIR assessments, Benchmark assessments, District Interim Assessments, Computer assisted reports

Coordination and Integration

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

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

- Title I, Part A

North Dade Center for Modern Languages provides services 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 the schools, students, and families. The school will increase parental involvement by scheduling meetings and activities, encouraging parents to support their child's education, providing materials, and encouraging parental participation in the decision making processes at the school site. Parents participate in the design of their school's Parental Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process, the life of the school, and the annual Title I Parent Meeting at the beginning of the school year. The annual-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via the school site Title I coordinator, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish, Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete.

- Title II

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

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs, such as Reading, Gifted, and ELL

Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

- Title III

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

- tutorial programs
- parent outreach activities through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- reading and supplementary instructional materials

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

- Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is

provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.

- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

North Dade Center for Modern Languages will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

- Supplemental Academic Instruction (SAI)

North Dade Center for Modern Languages will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

- Violence Prevention Programs

North Dade Center for Modern Languages addresses violence and drug prevention and intervention services for students through curriculum implemented by the elementary school counselor.

- Nutrition Programs

North Dade Center for Modern Languages adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage guidelines as adopted in the District's Wellness Policy.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Students' performance data from the 2013 FCAT 2.0 Reading indicates that 85% of all students achieved proficiency (level 3 or higher). Our goal for the 2014 FCAT 2.0 Reading is to increase achievement by 1 percentage point to 86%.

G1.B2 Students' performance data from the 2013 FCAT 2.0 Reading indicates that 57% of students achieved proficiency level 4 and higher. Our target for the 2014 FCAT 2.0 Reading is to maintain proficiency at 57%. Performance indicates a need of improvement in Reporting Category 2 - Reading Application. Students need to be exposed to a variety of comprehension strategies for narrative and content area text.

G1.B2.S1 Provide opportunities for students to identify and interpret elements of story structure within and across various texts.

PD Opportunity 1

Provide opportunities for students to describe how a narrator's or speaker's point of view influences how events are described, and analyze multiple accounts of the same event or topic to note important similarities and differences in the point of view they present.

Facilitator

Reading Leader

Participants

Teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Classroom mini-assessments/observations

G3. Students' performance data from the 2013 FCAT 2.0 Mathematics indicates that 83% of all students achieved proficiency (level 3 or higher). Our goal for the 2014 FCAT 2.0 Mathematics is to maintain the percentage of students achieving proficiency at 83%.

G3.B3 Students' performance data from the 2013 FCAT 2.0 Mathematics indicates that 55% of students achieved proficiency levels 4 and higher. Our target for the 2014 FCAT 2.0 Mathematics is to maintain proficiency at 55%. Performance indicates that students showed substantial level of proficiency and would require to maintain or improve performance in Reporting Category - Number: Operations, Problems & Statistics. Students need enrichment opportunities to extend their learning and make real-world connections when working with the concepts of decimals, fractions, percent, and problem solving.

G3.B3.S1 Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

PD Opportunity 1

Provide students with enrichment opportunities to extend their learning by incorporating thematic units while working with the concepts of decimals, fractions, percent, and problem solving .

Facilitator

Math Leader

Participants

Teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark mini-assessments/observations

G4. Our goal for the 2014 FCAT 2.0 Science is to increase the percentage of students achieving proficiency (level 3) by 1 percentage point to 27%, and increase the percentage of students achieving proficiency levels 4-5 by 1 percentage point to 54%.

G4.B1 Students' performance data from the 2013 FCAT 2.0 Science indicates that 26% of students achieved proficiency level 3. Our target for the 2014 FCAT 2.0 Science is to increase proficiency by 1 percentage point to 27%. Performance indicates that fifth grade students experienced difficulty and need improvement in Reporting Category - Physical Science. Students need opportunities to increase understanding of concepts associated with basic forms of energy, forces, conversion of electric energy into other forms of energy, and relationship among mass, force, and motion.

G4.B1.S1 Expose students to instruction that includes teacher demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to energy, forces, and motion.

PD Opportunity 1

Increase rigor in science writing by providing evidence of effective lab write ups based on investigations/hands-on activities.

Facilitator

Science Leader

Participants

Teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Benchmark mini-assessments, student work, project based learning

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Students' performance data from the 2013 FCAT 2.0 Reading indicates that 85% of all students achieved proficiency (level 3 or higher). Our goal for the 2014 FCAT 2.0 Reading is to increase achievement by 1 percentage point to 86%.	\$67,500
G3.	Students' performance data from the 2013 FCAT 2.0 Mathematics indicates that 83% of all students achieved proficiency (level 3 or higher). Our goal for the 2014 FCAT 2.0 Mathematics is to maintain the percentage of students achieving proficiency at 83%.	\$15,000
Total		\$82,500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Personnel	Total
EESAC	\$2,500	\$0	\$0	\$2,500
Title I	\$0	\$55,000	\$0	\$55,000
Title I Funds	\$15,000	\$0	\$10,000	\$25,000
Total	\$17,500	\$55,000	\$10,000	\$82,500

Budget Details

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

G1. Students' performance data from the 2013 FCAT 2.0 Reading indicates that 85% of all students achieved proficiency (level 3 or higher). Our goal for the 2014 FCAT 2.0 Reading is to increase achievement by 1 percentage point to 86%.

G1.B1 Students' performance data from the 2013 FCAT 2.0 Reading indicates that 29% of students achieved proficiency level 3. Our target for the 2014 FCAT 2.0 Reading is to increase proficiency by 1 percentage point to 30%. Performance indicates a need of improvement in Reporting Category 4 - Informational Text/Research Process. Students require additional opportunities to interpret graphical information (text features, legends, illustrations, diagrams, charts, and keys) to draw information and meaning from the text.

G1.B1.S1 Provide opportunities to use real-world documents such as, how-to articles, brochures, fliers, and websites and use text features to locate, interpret, and organize information.

Action Step 1

Provide opportunities for students to use text feature charts and text feature analysis to help students locate and draw information from text.

Resource Type

Evidence-Based Materials

Resource

Yearly subscriptions to Time for Kids and Scholastic News magazines in grades 1-5

Funding Source

EESAC

Amount Needed

\$2,500

G1.B2 Students' performance data from the 2013 FCAT 2.0 Reading indicates that 57% of students achieved proficiency level 4 and higher. Our target for the 2014 FCAT 2.0 Reading is to maintain proficiency at 57%. Performance indicates a need of improvement in Reporting Category 2 - Reading Application. Students need to be exposed to a variety of comprehension strategies for narrative and content area text.

G1.B2.S1 Provide opportunities for students to identify and interpret elements of story structure within and across various texts.

Action Step 1

Provide opportunities for reflective and close analytic reading through the use of graphic organizers: two column notes, main idea table, summary pyramid, time line, sequence chain, cause/effect chain, one sentence summarizers, theme definition, common themes in literature, Venn diagram, and content frames.

Resource Type

Evidence-Based Program

Resource

Tutoring

Funding Source

Title I

Amount Needed

\$55,000

G1.B4 Students' performance data from the 2013 FCAT 2.0 Reading indicates that 75% of students in the lowest 25% made learning gains in reading. Our target for the 2014 FCAT 2.0 Reading is to increase proficiency by 3 percentage points to 78%. Students require ample time for the implementation of intervention to increase fluency, vocabulary, and to gain adequate mastery of the development and organization of ideas.

G1.B4.S1 Provide intensive tutoring during the school day to students identified as levels 1 and 2 on the 2013 FCAT 2.0 Reading. Focus on close analytic reading and critical thinking skills to answer text based questions.

Action Step 1

Utilize supplemental instructional materials along with computer assisted programs (Accelerated Reader, Reading Plus, Success Maker) to build skills and accelerate academic growth in the following reading areas: phonics, phonemic awareness, fluency, oral language, vocabulary, and comprehension.

Resource Type

Personnel

Resource

Software

Funding Source

Title I Funds

Amount Needed

\$10,000

G3. Students' performance data from the 2013 FCAT 2.0 Mathematics indicates that 83% of all students achieved proficiency (level 3 or higher). Our goal for the 2014 FCAT 2.0 Mathematics is to maintain the percentage of students achieving proficiency at 83%.

G3.B4 Students' performance data from the 2013 FCAT 2.0 Mathematics indicates that 60% of students made learning gains in mathematics. Our target for the 2014 FCAT 2.0 Mathematics is to increase proficiency by 4 percentage points to 64%. Students require ample opportunities to practice and apply learned concepts to real-life situations.

G3.B4.S1 Provide tailored instruction to small groups to foster the use of meaning of numbers to create strategies for solving problems and responding to practical situations.

Action Step 2

Utilize computer assisted programs (FCAT Explorer, Gizmos, Think Central, Success Maker) that include visual stimulus to develop conceptual understanding of numbers.

Resource Type

Evidence-Based Materials

Resource

Funding Source

Title I Funds

Amount Needed

\$15,000