

2013-2014 SCHOOL IMPROVEMENT PLAN

Miami Community Charter School
101 S REDLAND RD
Florida City, FL 33034
305-245-2552

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 93%
Alternative/ESE Center No	Charter School Yes	Minority Rate 99%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Miami Community Charter School

Principal

Jila Rezaie

School Advisory Council chair

Ana Torres

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

Name	Title
Jacqueline Sera-Sirven	Assistant Principal
Maria Alba	Assistant Principal
Stephany Papili	Assistant Principal
Raina Fiallo	Assistant Principal

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Ana Torres-Chair

Lucia Soria-Vice Chair

Matthew Thornton-Treasurer

Dulce Linares-Secretary

Parents-Sigfridio Lamboglia; Jessica Martinez; Tamara Zukowski, Ricardo Sanchez

Students-Lizbett Romero

Teachers:Miriam Henriquez; Shireen Ghandour; Janet Armenteros

Educational Support-Jacqueline Sirven

BCR- Victor Hickson

Involvement of the SAC in the development of the SIP

Through Board Meetings, the SAC participates in the development and approval of the School Improvement Plan.

Activities of the SAC for the upcoming school year

The SAC will organize several school wide activities, including activities for monthly celebrations such as African-American History month; Hispanic Heritage Month; Women’s month.
The SAC will also continue to monitor and approve any changes to the School Improvement Plan.

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

The SAC funds will be used to implement the monthly school wide activities, as planned by the SAC.
African American-\$650.00
Hispanic Heritage- \$650.00
Women’s Month-\$650.00
Red Ribbon Week-\$650.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

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

Administrators

of administrators

5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jila Rezaie

Principal

Years as Administrator: 20

Years at Current School: 10

CredentialsE.D.D.
Social Sciences, Math**Performance Record**

2013 – School Grade-C
 Rdg. Proficiency, 41%
 Math Proficiency, 47%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 66 points
 Rdg. Imp. of Lowest 25% -
 86 points
 Math Imp. of Lowest 25% -
 68 points
 Rdg. AMO – __
 Math AMO – __

2012 – School Grade-D
 Rdg. Proficiency, 38%
 Math Proficiency, 42%
 Rdg. Lrg. Gains, 72%
 Math Lrg. Gains, 55%
 Rdg. Imp. of Lowest 25% -
 78%
 Math Imp. of Lowest 25% -
 58%

2011 – School Grade-C
 Rdg. Proficiency, 49%
 Math Proficiency, 64%
 Rdg. Lrg. Gains, 47%
 Math Lrg. Gains, 53%
 Rdg. Imp. of Lowest 25% -
 53%
 Math Imp. of Lowest 25% -
 84%

2010 – School Grade-C
 Rdg. Proficiency, 62%
 Math Proficiency, 64%
 Rdg. Lrg. Gains, 52%
 Math Lrg. Gains, 35%
 Rdg. Imp. of Lowest 25% -
 63%
 Math Imp. of Lowest 25% -
 45%

2009 – School Grade-A
 Rdg. Proficiency, 76%
 Math Proficiency, 78%
 Rdg. Lrg. Gains, 84%
 Math Lrg. Gains, 84%
 Rdg. Imp. of Lowest 25% -
 80%

Math Imp. of Lowest 25% -
87%

Raina Fiallo

Asst Principal

Years as Administrator: 0

Years at Current School: 0

Credentials

B.S. Early Childhood
M.Ed. Ed Leadership
ESOL

Performance Record

Stephany Papili

Asst Principal

Years as Administrator: 2

Years at Current School: 3

Credentials

B.S. Exceptional Student Education
M.Ed. Reading
ESOL

Performance Record

2013 – School Grade-C
Rdg. Proficiency, 41%
Math Proficiency, 47%
Rdg. Lrg. Gains, 75 points
Math Lrg. Gains, 66 points
Rdg. Imp. of Lowest 25% -
86 points
Math Imp. of Lowest 25% -
68 points
Rdg. AMO – __
Math AMO – __
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Math Proficiency, 42%
Rdg. Lrg. Gains, 72%
Math Lrg. Gains, 55%
Rdg. Imp. of Lowest 25% -
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Math Imp. of Lowest 25% -
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Math Proficiency, 64%
Rdg. Lrg. Gains, 47%
Math Lrg. Gains, 53%
Rdg. Imp. of Lowest 25% -
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Math Proficiency, 64%
Rdg. Lrg. Gains, 52%
Math Lrg. Gains, 35%
Rdg. Imp. of Lowest 25% -
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Math Imp. of Lowest 25% -
45%
2009 – School Grade-A
Rdg. Proficiency, 76%
Math Proficiency, 78%
Rdg. Lrg. Gains, 84%
Math Lrg. Gains, 84%
Rdg. Imp. of Lowest 25% -

80%
Math Imp. of Lowest 25% -
87%

Maria Alba-Quesada

Asst Principal

Years as Administrator: 2

Years at Current School: 9

Credentials

B.S. in Elementary Education
 Masters in Educational Leadership
 Elementary K-6 w/ ESOL Certification

Performance Record

2013 – School Grade-C
 Rdg. Proficiency, 41%
 Math Proficiency, 47%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 66 points
 Rdg. Imp. of Lowest 25% -
 86 points
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 Math Proficiency, 64%
 Rdg. Lrg. Gains, 47%
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 Rdg. Imp. of Lowest 25% -
 53%
 Math Imp. of Lowest 25% -
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 Rdg. Proficiency, 62%
 Math Proficiency, 64%
 Rdg. Lrg. Gains, 52%
 Math Lrg. Gains, 35%
 Rdg. Imp. of Lowest 25% -
 63%
 Math Imp. of Lowest 25% -
 45%

2009 – School Grade-A
 Rdg. Proficiency, 76%
 Math Proficiency, 78%
 Rdg. Lrg. Gains, 84%
 Math Lrg. Gains, 84%
 Rdg. Imp. of Lowest 25% -

80%
Math Imp. of Lowest 25% -
87%

Jacqueline Sera-Sirven

Asst Principal

Years as Administrator: 8

Years at Current School: 9

Credentials

B.S. Criminal Justice
 M.Ed. Elementary Education
 ESOL
 English 5-9
 S.Ed. Educational Leadership

Performance Record

2013 – School Grade-C
 Rdg. Proficiency, 41%
 Math Proficiency, 47%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 66 points
 Rdg. Imp. of Lowest 25% -
 86 points
 Math Imp. of Lowest 25% -
 68 points
 Rdg. AMO – __
 Math AMO – __

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2009 – School Grade-A
 Rdg. Proficiency, 76%
 Math Proficiency, 78%
 Rdg. Lrg. Gains, 84%

Math Lrg. Gains, 84%
Rdg. Imp. of Lowest 25% -
80%
Math Imp. of Lowest 25% -
87%

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Ashley Driscoll		
Part-time / District-based	Years as Coach: 1	Years at Current School: 3
Areas	Reading/Literacy	
Credentials	BS in Elem Ed with ESOL Endorsement K-6, Florida Teaching Certificate K-6	
Performance Record	2013 – School Grade Rdg. Proficiency, 41% Math Proficiency, 47% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 86 points Math Imp. of Lowest 25% - 68 points Rdg. AMO – __ Math AMO – __ 2012 – School Grade-D Rdg. Proficiency, 38% Math Proficiency, 42% Rdg. Lrg. Gains, 72% Math Lrg. Gains, 55% Rdg. Imp. of Lowest 25% - 78% Math Imp. of Lowest 25% - 58% 2011 – School Grade-C Rdg. Proficiency, 49% Math Proficiency, 64% Rdg. Lrg. Gains, 47% Math Lrg. Gains, 53% Rdg. Imp. of Lowest 25% - 53% Math Imp. of Lowest 25% - 84%	

Maria Brown		
Part-time / District-based	Years as Coach: 4	Years at Current School: 8
Areas	Science	
Credentials	BS in Elem Ed with ESOL Endorsement K-6, Florida Teaching Certificate K-6	
Performance Record	Bachelors Elementary Education K-6. Professional Education License K-6 Master’s in Business Administration	

Shireen Ghandour

Part-time / District-based Years as Coach: 1 Years at Current School: 3

Areas Mathematics

Credentials Bachelors Elementary Education K-6.
Professional Education License K-6
Master’s in Business Administration

Performance Record

2013 – School Grade
Rdg. Proficiency, 41%
Math Proficiency, 47%
Rdg. Lrg. Gains, 75 points
Math Lrg. Gains, 66 points
Rdg. Imp. of Lowest 25% - 86 points
Math Imp. of Lowest 25% - 68 points
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Math AMO – __

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Rdg. Proficiency, 38%
Math Proficiency, 42%
Rdg. Lrg. Gains, 72%
Math Lrg. Gains, 55%
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Math Imp. of Lowest 25% - 58%

2011 – School Grade-C
Rdg. Proficiency, 49%
Math Proficiency, 64%
Rdg. Lrg. Gains, 47%
Math Lrg. Gains, 53%
Rdg. Imp. of Lowest 25% - 53%
Math Imp. of Lowest 25% - 84%

Classroom Teachers

of classroom teachers

29

receiving effective rating or higher

15, 52%

Highly Qualified Teachers

93%

certified in-field

28, 97%

ESOL endorsed

20, 69%

reading endorsed

1, 3%

with advanced degrees

2, 7%

National Board Certified

0, 0%

first-year teachers

4, 14%

with 1-5 years of experience

17, 59%

with 6-14 years of experience

3, 10%

with 15 or more years of experience

5, 17%

Education Paraprofessionals

of paraprofessionals

19

Highly Qualified

19, 100%

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

- Competitive Benefit Package Board of Directors
- Master Teacher Program Board of Directors
- Participation in Decision Making by Master Teachers Dr. Rezaie
- Instructional Support Dr. Rezaie
- Effective Student Behavior Management Leadership Team
- Matching Tuition for Higher Degree or National Certification Board of Directors

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Teachers/Mentors:

1st Grade Gray/Valerie Pardo

Fornabiao (2nd grade)/Erika Lopez

Estrada (2nd Grade)/Erika Lopez

Arbelaez (4th Grade)/Ashley Driscoll

Echevarria (4th Grade)/Shireen Ghandour

Robles (4th Grade)/Shireen Ghandour Mentoring Activities:

Master Teachers to First Year Teachers:

Co-planning; Co-teaching

Ongoing Team Meetings

Lesson Plan Reviews

Peer Observations

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

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

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

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

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

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures

(approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

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

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

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

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

Tier 1 (Leadership Team)

Jila Rezaie-Principal

Maria Alba-Assistant Principal

Jacqueline Sera-Sirven-Assistant Principal

Stephany Papili-Assistant Principal/ESE Coordinator

Raina Fiallo-Assistant Principal

Tier 2

Elisa Abiega-Interventionist/Reading

Esther Washington-Interventionist/Reading

Ashley Driscoll-Master Teacher

Erika Lopez-Master Teacher

Valerie Pardo-Lead Teacher

Nadyne Michel-Master Teacher

Taffy Cherill-Lead Teacher

Tier 3

Stephany Papili-AP/ESE Coordinator

Denise Goytia-ESE Teacher

Raina Fiallo-Assistant Principal

Tier 1(Leadership Team)

- Administrator(s) (specify name) who will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- School reading, math, science, and behavior specialists (specify names)

- Special education personnel (specify names)

- School guidance counselor (specify name)

- School psychologist (specify name)

- School social worker (specify name)

- Member of advisory group, community stakeholders, parents (specify names)

- In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (specify frequency) to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected (specify) members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

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

Tier 3 SST

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

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

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

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data Sources

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- iReady Utilization and Progress Reports
- Oral Reading Fluency Measures
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments
- CTBS Norm Referenced Test

Behavior

- Student Case Management System
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Functional Assessment
- Frequency Monitoring

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

A description of MTSS and MTSS parent resources will be available on the school's web site.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students

Minutes added to school year: 18,000

Enrichment and intervention is included in the student's daily schedule; the iReady program will be implemented for grades K-5 as a diagnostic tool not only for intervention and response to intervention but also a tool to implement during the enrichment and intervention times to provide students with during the day tutoring sessions. This will be implemented as a school wide differentiated instruction program.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

All students will be diagnosed using the iReady tool, which will determine placement in the RTI tier's as well as whether students will be placed in Enrichment, On Level, or Intervention groups for the during the school day tutoring sessions. In addition, students will be taking a national norm referenced test in September; as well as the district baseline assessments. The administration will meet with the master teacher teams, to review data analyze and determine the effectiveness of strategies, then the master teachers will hold grade level data meetings, to modify and implement lesson plans in accordance with the data.

Who is responsible for monitoring implementation of this strategy?

Adminsitration

Literacy Leadership Team (LLT)

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

Name	Title
Jila Rezaie	Principal
Jacqueline Sera-Sirven	Assistant Principal
Maria Alba	Assistant Principal
Stephany Papili	Assistant Principal
Raina Fiallo	Assistant Principal
Elisa Abiega	Reading Interventionist
Esther Washington	Reading Interventionist
Ashley Driscoll	Master Teacher
Valerie Pardo	Lead Teacher

How the school-based LLT functions

On a regular basis the Literacy Leadership Team will meet to develop focus calendars, discuss pacing guides and follow up. The LLT will meet every four weeks to review the following:

1. Student progress based on available data at the time of the meeting. (Including FAIR).
2. Review the lesson plans in accordance with the state standards and pacing guide for the preceding four weeks.

The LLT team will make sure that all classrooms are aligned with the same methodical instructional process, materials, and focus calendars.

Major initiatives of the LLT

The major initiative of the LLT this year will be to examine qualitative and quantitative data regularly to understand all student's learning and progress. The data must be transparent to teachers and the community with the focus on increasing reading fluency and comprehension. An extensive reading fluency initiative will be initiated and monitored by the LLT team. In addition CRISS strategies will be implemented in the classroom and monitored by the LLT team. Two different Author's Fairs will take place during the school year, to expose students', parents and the community to different aspects of literature.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Kindergarten parents attend two orientations six months prior to the beginning of the school. At this time, the parents receive two summer assignments to prepare students in the areas of Language Arts and Math. The parents take a tour of the entire school, accompanied by Ms. Liana Stone, a primary Teacher. During this time, Ms. Stone introduces the parents to the Kindergarten team, the curriculum to be taught, and the classroom setting. The parents will be included in student's center time by inviting parents to come in and take part in the student's center time. Parent workshops will be offered, for the parents, to provide parents with resources available to them, as well as school resources that they can utilize to monitor and follow up with their child's progress. Upon entrance to the school, Kindergarteners are assessed using FLKRS and monitored throughout the school year, through the FAIR, as well as through biweekly mini assessments.

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	45%	41%	No	51%
American Indian				
Asian				
Black/African American	51%	20%	No	56%
Hispanic	44%	43%	No	50%
White				
English language learners	39%	31%	No	45%
Students with disabilities				
Economically disadvantaged	43%	41%	No	49%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	24%	28%
Students scoring at or above Achievement Level 4	39	17%	19%

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)		86%	87%

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)	116	50%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	65	28%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	68	29%	36%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	14	19%	27%
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	54%	47%	No	59%
American Indian				
Asian				
Black/African American	51%	15%	No	56%
Hispanic	54%	50%	Yes	59%
White				
English language learners	57%	39%	No	61%
Students with disabilities				
Economically disadvantaged	55%	47%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	28%	32%
Students scoring at or above Achievement Level 4	42	18%	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		68%	71%

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	15	22%	27%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		14%

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		5
Participation in STEM-related experiences provided for students	130	75%	80%

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	41	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	13	3%	2%
Students who are not proficient in reading by third grade	58	65%	59%
Students who receive two or more behavior referrals	6	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Students scoring at 3 or above on the 2014 FCAT 2.0 Reading will increase by 10 percentage points from 41% to 51%.
- G2.** Our goal is to increase the amount of students scoring Level 3.5 or above on the FCAT Writing by 8 percentage points from 19% to 27%.
- G3.** Students scoring at or above Level 3 on the 2014 FCAT 2.0 Mathematics will increase by 12 percentage points from 47% to 59%.
- G4.** Students scoring at Level 3 or above on the 2014 FCAT 2.0 Science will increase by 5 percentage points from 22% (15) to 27%.
- G5.** Our goal is to increase the number of students participating in STEM by 5 percentage points from 75% to 80%.
- G6.** Increase student attendance by decreasing absences; decrease number of retained third graders; decrease number of students receiving 2 or more behavioral referrals.

Goals Detail

G1. Students scoring at 3 or above on the 2014 FCAT 2.0 Reading will increase by 10 percentage points from 41% to 51%.

Targets Supported

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

Resources Available to Support the Goal

- Instructional pacing guides, focus calendars, iReady, extended school day, school wide differentiated instruction sessions; Curriculum Associates Common Core Ready and Florida ready practice books, Science Coach student test prep books; Writing Coach student test prep books; data from CTBS Norm Referenced Test; Computer Labs (2); mobile computer labs (2);

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted for 3rd grade and 4th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis; due to limited exposure to character development.
- The area of deficiency as noted for 5th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited vocabulary to apply to the learning process.
- The deficiency of the subgroup of Hispanic students as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary; due to the fact that students have limited vocabulary to apply to the learning process.
- The area of deficiency as noted for 3rd and 4th grade students scoring FCAT Level 4 and above, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis; due to limited exposure to character development.
- The area of deficiency as noted for 5th grade students scoring FCAT Level 4 and above, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary; due to the fact that students limited vocabulary to apply to the learning process.
- The area of deficiency as noted for 3rd grade and 4th grade students in the Black subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis; due to limited exposure to character development.
- The area of deficiency as noted for 5th grade students in the Black subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary; due to the fact that students limited vocabulary to apply to the learning process.
- The area of deficiency as noted for 3rd and 4th grade students in the economically disadvantaged subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis; due to limited exposure to character development.
- The area of deficiency as noted for 5th grade students in the economically disadvantaged subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary; due to the fact that students limited vocabulary to apply to the learning process.
- As noted on the Listening/Speaking portion of the CELLA, students have limited opportunities to listen and speak academic English outside the classroom.
- As noted on the Reading portion of the CELLA students have limited opportunities to reading in English outside the classroom.
- As noted on the Writing portion of the CELLA students have limited opportunities to write academic English outside the classroom.

- The deficiency of the subgroup of ELL students, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary; due to the fact that students have limited vocabulary to apply to the learning process.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI Team; LLT Team; Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments-District Interim Assessments; CTBS Norm Referenced Test; iReady data Summative Assessments-Results for the 2014 FCAT 2.0

G2. Our goal is to increase the amount of students scoring Level 3.5 or above on the FCAT Writing by 8 percentage points from 19% to 27%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Full time Writing and Intervention Teacher; Writing Coach; Extended School Day-school wide differentiated instruction.

Targeted Barriers to Achieving the Goal

- Students lack the necessary skills in grammar and conventions to write at a level 3.5 or higher.
- Students require additional support with fluency in narrative essay writing.
- Students require additional support with writing expository pieces.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

LLT, MTSS/RTI team, and Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative: 2014 FCAT 2.0

G3. Students scoring at or above Level 3 on the 2014 FCAT 2.0 Mathematics will increase by 12 percentage points from 47% to 59%.

Targets Supported

Resources Available to Support the Goal

- Instructional pacing guides, focus calendars, iReady, extended school day, school wide differentiated instruction sessions; Curriculum Associates Common Core Ready and Florida ready practice books, Science Coach student test prep books; Writing Coach student test prep books; data from CTBS Norm Referenced Test; Computer Labs (2); mobile computer labs (2); Florida Go Math

Targeted Barriers to Achieving the Goal

- The area of deficiency for 3rd through 5th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Number: Fractions ; due to limited opportunities for hands on experiences with fractions, and using models.
- The deficiency of the subgroup of Hispanic students and ELL students, as noted on the 2013 FCAT 2.0 administration is due to the fact that students have limited vocabulary to apply to the learning process.
- The area of deficiency for 3rd through 5th grade students scoring FCAT Level 4 or above, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Number: Fractions ; due to limited opportunities for hands on experiences with fractions, and using models.
- The area of deficiency for 3rd through 5th grade students in the Black subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Number: Fractions ; due to limited opportunities for hands on experiences with fractions, and using models.
- The area of deficiency for 3rd through 5th grade students in the SWD subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Number: Fractions ; due to limited opportunities for hands on experiences with fractions, and using models.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Interim Assessments; CTBS; FCAT 2.0 2014

G4. Students scoring at Level 3 or above on the 2014 FCAT 2.0 Science will increase by 5 percentage points from 22% (15) to 27%.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Instructional pacing guides, focus calendars, iReady, extended school day, school wide differentiated instruction sessions; , Science Coach student test prep books; data from CTBS Norm Referenced Test; Computer Labs (2); mobile computer labs (2);science labs

Targeted Barriers to Achieving the Goal

- The area of deficiency for 5th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Nature of Science; due to insufficient evidence of effective conclusion writing in investigations and/or hands-on activities.
- The area of deficiency for 5th grade students scoring FCAT Level 4 or above, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Nature of Science; due to insufficient evidence of effective conclusion writing in investigations and/or hands-on activities.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Interim Assessments; CTBS; FCAT 2.0 2014

G5. Our goal is to increase the number of students participating in STEM by 5 percentage points from 75% to 80%.

Targets Supported

- STEM - All Levels

Resources Available to Support the Goal

- Instructional pacing guides, focus calendars, iReady, extended school day, school wide differentiated instruction sessions; , Science Coach student test prep books; data from CTBS Norm Referenced Test; Computer Labs (2); mobile computer labs (2);science labs

Targeted Barriers to Achieving the Goal

- There is limited evidence of completed student projects in the Miami Dade STEM EXPO.

Plan to Monitor Progress Toward the Goal

Student science fair project submissions; youth fair expo submissions

Person or Persons Responsible

Administration

Target Dates or Schedule:

BiAnnually

Evidence of Completion:

Number of submissions

G6. Increase student attendance by decreasing absences; decrease number of retained third graders; decrease number of students receiving 2 or more behavioral referrals.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- guidance counselor; reading interventionist to provide additional support to third grade;

Targeted Barriers to Achieving the Goal

- Parents unawareness of importance of attendance in student's academic growth.
- The increase of the number of students may result in some suspension cases.
- Third grade ELL learners struggle with reading comprehension.

Plan to Monitor Progress Toward the Goal

Monitor amount of attendance referrals as well as behavior referrals; FAIR Results for third graders

Person or Persons Responsible

Guidance Counselor and Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Log; FAIR Assessment data for struggling third graders.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students scoring at 3 or above on the 2014 FCAT 2.0 Reading will increase by 10 percentage points from 41% to 51%.

G1.B1 The area of deficiency as noted for 3rd grade and 4th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis; due to limited exposure to character development.

G1.B1.S1 Provide students with opportunities to focus on character development.

Action Step 1

Students will be: • Taught to identify and interpret elements of story structure within a text, and to understand character development, and character point of view by asking “What does he think, what is his attitude toward...and what did he say to let me know?” Opportunities will be provided for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. • 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. Use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work; iReady assessment; biweekly benchmark data

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Every Four weeks.

Evidence of Completion

Formative Assessments-Interim Assessment Data; Fair Assessment Data; iReady reports; SuccessNet reports; Teacher Made Assessments; CTBS Norm Referenced Test

G1.B2 The area of deficiency as noted for 5th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited vocabulary to apply to the learning process.

G1.B2.S1 Students will be exposed to a variety of vocabulary to apply to the learning process.

Action Step 1

- • Students will.... o be instructed during pre-reading activities on the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. o develop and maintain a response journal. o be provided with instruction of skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. o Be provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic. o Use word walls, personal dictionaries, context clues charts, and concept maps in daily instruction to facilitate vocabulary acquisition. • Participate during the school day differentiated tutoring sessions, will focus on providing differentiated instruction based on benchmarks diagnosed by iReady to address student deficiencies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work; iReady assessment; biweekly benchmark data

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments-Interim Assessments Data; Fair Assessment Data; iReady reports, SuccessNet reports; Teacher Made Assessments; CTBS Norm Referenced Test.

G1.B3 The deficiency of the subgroup of Hispanic students as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary; due to the fact that students have limited vocabulary to apply to the learning process.

G1.B3.S1 Students will be exposed to a variety of vocabulary to apply to the learning process.

Action Step 1

- Students will... o be instructed during pre-reading activities on the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. o develop and maintain a response journal. o be provided with instruction of skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. o Be provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic. o Use word walls, personal dictionaries, context clues charts, and concept maps in daily instruction to facilitate vocabulary acquisition.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work; iReady assessments; biweekly benchmark data

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessments; CTBS Norm Referenced Test.

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments; Interim Assessment Data; Fair Assessment Data; iReady reports; SuccessNet Reports; Teacher Made Assessments/CTBS Norm-Referenced test data

G1.B4 The area of deficiency as noted for 3rd and 4th grade students scoring FCAT Level 4 and above, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis; due to limited exposure to character development.

G1.B4.S1 Students will be exposed to activities involving character development.

Action Step 1

Students will be:

- Taught to identify and interpret elements of story structure within a text, and to understand character development, and character point of view by asking “What does he think, what is his attitude toward...and what did he say to let me know?” Opportunities will be provided for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text.
- 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. Use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work; iReady assessment; biweekly benchmark data

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments- Interim Assessment Data; Fair Assessment Data; iReady reports; SuccessNet reports; Teacher Made Assessments; CTBS Norm Referenced Test

G1.B5 The area of deficiency as noted for 5th grade students scoring FCAT Level 4 and above, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary; due to the fact that students limited vocabulary to apply to the learning process.

G1.B5.S1 Students will be exposed to a variety of vocabulary to apply to the learning process.

Action Step 1

- Students will... o be instructed during pre-reading activities on the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. o develop and maintain a response journal. o be provided with instruction of skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. o Be provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic. o Use word walls, personal dictionaries, context clues charts, and concept maps in daily instruction to facilitate vocabulary acquisition. • Participate during the school day differentiated tutoring sessions, will focus on providing differentiated instruction based on benchmarks diagnosed by iReady to address student deficiencies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work; IReady assessments; biweekly benchmark data.

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

Follow the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G1.B5.S1

Follow the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments- Interim Assessment Data; Fair Assessment Data; iReady reports; SuccessNet reports; Teacher Made Assessments; CTBS Norm Referenced Test

G1.B6 The area of deficiency as noted for 3rd grade and 4th grade students in the Black subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis; due to limited exposure to character development.

G1.B6.S1 Provide students with opportunities to focus on character development.

Action Step 1

Students will be:

- Taught to identify and interpret elements of story structure within a text, and to understand character development, and character point of view by asking “What does he think, what is his attitude toward...and what did he say to let me know?” Opportunities will be provided for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text.
- 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. Use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work; iReady assessment; biweekly benchmark data

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Every Work Weeks

Evidence of Completion

Formative Assessments- Interim Assessment Data; Fair Assessment Data; iReady reports; SuccessNet reports; Teacher Made Assessments; CTBS Norm Referenced Test

G1.B7 The area of deficiency as noted for 5th grade students in the Black subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary; due to the fact that students limited vocabulary to apply to the learning process.

G1.B7.S1 Provide students with opportunities to expand in their vocabulary.

Action Step 1

- Students will... o be instructed during pre-reading activities on the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. o develop and maintain a response journal. o be provided with instruction of skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. o Be provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic. o Use word walls, personal dictionaries, context clues charts, and concept maps in daily instruction to facilitate vocabulary acquisition.
- Participate during the school day differentiated tutoring sessions, will focus on providing differentiated instruction based on benchmarks diagnosed by iReady to address student deficiencies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work; IReady assessments; biweekly benchmark data.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments- Interim Assessment Data; Fair Assessment Data; iReady reports; SuccessNet reports; Teacher Made Assessments; CTBS Norm Referenced Test

G1.B8 The area of deficiency as noted for 3rd and 4th grade students in the economically disadvantaged subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis; due to limited exposure to character development.

G1.B8.S1 Provide students with opportunities to focus on character development.

Action Step 1

Students will be:

- Taught to identify and interpret elements of story structure within a text, and to understand character development, and character point of view by asking “What does he think, what is his attitude toward...and what did he say to let me know?” Opportunities will be provided for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text.
- 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. Use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work; iReady assessment; biweekly benchmark data

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments- Interim Assessment Data; Fair Assessment Data; iReady reports; SuccessNet reports; Teacher Made Assessments; CTBS Norm Referenced Test

G1.B9 The area of deficiency as noted for 5th grade students in the economically disadvantaged subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary; due to the fact that students limited vocabulary to apply to the learning process.

G1.B9.S1 Provide students with opportunities to expand in their vocabulary.

Action Step 1

Students will....

- Taught to identify and interpret elements of story structure within a text, and to understand character development, and character point of view by asking “What does he think, what is his attitude toward...and what did he say to let me know?” Opportunities will be provided for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text.
- 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. Use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work; IReady assessments; biweekly benchmark data.

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

Follow the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G1.B9.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments- Interim Assessment Data; Fair Assessment Data; iReady reports; SuccessNet reports; Teacher Made Assessments; CTBS Norm Referenced Test

G1.B10 As noted on the Listening/Speaking portion of the CELLA, students have limited opportunities to listen and speak academic English outside the classroom.

G1.B10.S1 Increase Vocabulary Development.

Action Step 1

Teachers will Activate Prior Knowledge and Differentiate Instruction when presenting new material. Prediction, Read Aloud, Reader's Theatre, Chunking and Cooperative Learning are some of the strategies that will be used to present reading material. Teachers will focus on key vocabulary, present vocabulary with Context Clues and utilize Vocabulary Improvement Strategy as a means to increase vocabulary development. Word Walls, Graphic Organizers, and Word Banks will be used in all the classrooms.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work; biweekly benchmark data

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G1.B10.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments- Interim Assessments Data; Fair Assessment Data; iReady reports, SuccessNet reports; Teacher Made Assessments; CTBS Norm Referenced Test.

G1.B11 As noted on the Reading portion of the CELLA students have limited opportunities to reading in English outside the classroom.

G1.B11.S1 Increase opportunities for students read outside the classroom; as well as during class time.

Action Step 1

Reading Response Journals will be kept by every Reading/Language Arts teachers. Dialogue Journals, Graphic Organizers, illustrating and labeling and spelling strategies will be used in all the classrooms. Rubrics will be used by teachers to provide clear criteria for evaluating a product or performance on a continuum of quality.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work; iReady assessments; biweekly benchmark data.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments-Interim Assessment Dat; iReady reports; SuccessNet reports; Teacher made assessments; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G1.B11.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments-Interim Assessment Data; Fair Assessment Data; iReady reports; SuccessNet reports; Teacher Made Assessments; CTBS Norm Referenced Test.

G1.B12 As noted on the Writing portion of the CELLA students have limited opportunities to write academic English outside the classroom.

G1.B12.S1 Increase opportunities for students to write academic English outside the classroom.

Action Step 1

Teachers will Activate Prior Knowledge and Differentiate Instruction when presenting new material. Prediction, Read Aloud, Reader's Theatre, Chunking and Cooperative Learning are some of the strategies that will be used to present reading material. Teachers will focus on key vocabulary, present vocabulary with Context Clues and utilize Vocabulary Improvement Strategy as a means to increase vocabulary development. Word Walls, Graphic Organizers, and Word Banks will be used in all the classrooms.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work; iReady assessment; biweekly benchmark data

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

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessments; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G1.B12.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments-Interim Assessment Data; Fair Assessment Data; iReady reports; SuccessNet Reports; Teacher Made Assessments; CTBS Norm Referenced Test

G1.B13 The deficiency of the subgroup of ELL students, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary; due to the fact that students have limited vocabulary to apply to the learning process.

G1.B13.S1 Students will be exposed to a variety of vocabulary to apply to the learning process.

Action Step 1

Students will....

- o be instructed during pre-reading activities on the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships.
- o develop and maintain a response journal.
- o be provided with instruction of skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers.
- o Be provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic.
- o Use word walls, personal dictionaries, context clues charts, and concept maps in daily instruction to facilitate vocabulary acquisition.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing; Weekly

Evidence of Completion

Student work; iReady assessments; biweekly benchmark data

Plan to Monitor Fidelity of Implementation of G1.B13.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessments; CTBS Norm Referenced Test.

Plan to Monitor Effectiveness of G1.B13.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments; Interim Assessment Data; Fair Assessment Data; iReady reports; SuccessNet Reports; Teacher Made Assessments/CTBS Norm-Referenced test data

G2. Our goal is to increase the amount of students scoring Level 3.5 or above on the FCAT Writing by 8 percentage points from 19% to 27%.

G2.B1 Students lack the necessary skills in grammar and conventions to write at a level 3.5 or higher.

G2.B1.S1 Students will be provided with instruction in grammar and conventions.

Action Step 1

Students will use revising/editing chart and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences by: • using left to right progression and sequencing, • utilizing conventional spelling of sight words and spelling patterns, and then apply to other spelling generalizations • correctly spelling approximations previously circled, • capitalizing the first word in each sentence, • completing sentences with correct capitalization including proper nouns, names and the proper noun I, • using ending punctuation including periods, questions marks and exclamation points, apostrophes, commas, colons, quotations to assist with creating voice within a writing piece, • using subject/verb and noun/pronoun agreement in simple and compound sentences within the writing piece, • including present/past tense agreement, subjective/objective pronouns, and plurals or irregular nouns. • Students will participate in small group guided instruction along with peer editing and revision.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Writing Portfolios; Interim Assessments

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

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

Person or Persons Responsible

LLT, Administration and MTSS/RTI teams

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly writing prompts; District Interim Assessments

Plan to Monitor Effectiveness of G2.B1.S1

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

Person or Persons Responsible

LLT, Administration; MTSS/RTI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student writing portfolios; interim assessments

G2.B2 Students require additional support with fluency in narrative essay writing.

G2.B2.S1 Students will be provided additional practice with narrative essay writing.

Action Step 1

- During writing instruction, students will develop a prewriting plan that includes: Main idea, descriptive details, characters, a sequence of events and setting including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts.
- Students will participate in small group guided instruction along with peer editing and revision.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Writing Portfolios; Interim Assessments

Plan to Monitor Fidelity of Implementation of G2.B2.S1

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

Person or Persons Responsible

LLT; Administration; MTSS/RTI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly writing prompts; District Interim Assessments

Plan to Monitor Effectiveness of G2.B2.S1

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

Person or Persons Responsible

LLT; RTI/MTSS Team; Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly writing prompts; District Interim Assessments

G2.B3 Students require additional support with writing expository pieces.

G2.B3.S1 Students will be given additional support with writing expository pieces.

Action Step 1

- Students will record information (lists, logs, rules, procedures, and labels) by:
- write a (compare & contrast, chronological order, cause & effect or a problem solution) piece using organizational strategies/graphic organizers (Venn diagram or content frame, three column chart, flow chart or timeline, two column/T chart, herringbone fish chart, somebody wanted but so/then) to assist in the writing,
- develop a list of words specific to this writing genre,
- create clarity by rearranging words and deleting or adding relevant details to provide fluency to the piece, capitalizing and punctuating to assist in creating voice and fluency in the writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Writing Portfolios; Interim Assessments

Plan to Monitor Fidelity of Implementation of G2.B3.S1

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

Person or Persons Responsible

LLT/MTSS/RTI Team; Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student writing portfolios; Interim Assessments

Plan to Monitor Effectiveness of G2.B3.S1

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

Person or Persons Responsible

LLT; MTSS/RTI Team; Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student Writing Portfolios Interim Assessment

G3. Students scoring at or above Level 3 on the 2014 FCAT 2.0 Mathematics will increase by 12 percentage points from 47% to 59%.

G3.B1 The area of deficiency for 3rd through 5th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Number: Fractions ; due to limited opportunities for hands on experiences with fractions, and using models.

G3.B1.S1 Students will be provided with opportunities for hands on experiences with fractions, and using models.

Action Step 1

- Students will..... o be provided opportunities for students to: identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa o compare and order fractions, including fractions greater than one, using models or strategies o identify an equivalent fraction, excluding fractions greater than one, using a model.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work; iReady assessment; biweekly benchmark data

Facilitator:

MDCPS

Participants:

Teachers

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments-Interim Assessment Data; CTBS Norm Referenced Test; iReady reports; SuccessNet reports; Teacher made assessments

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, bi-weekly assessment data reports as well as interim assessment will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team and Administration

Target Dates or Schedule

Every Four Weeks;

Evidence of Completion

Interim Assessment Data; CTBS Norm Referenced Data; iReady reports

G3.B2 The deficiency of the subgroup of Hispanic students and ELL students, as noted on the 2013 FCAT 2.0 administration is due to the fact that students have limited vocabulary to apply to the learning process.

G3.B2.S1 Expose students to a variety of vocabulary to apply to the learning process.

Action Step 1

- Students will...
 - o Be provided with opportunities to develop quick recall of addition, subtraction, multiplication and division facts, as well as using the appropriate vocabulary, and being exposed to math terms.
 - o Use word walls to identify and define word meaning.
 - o Be taught using literature which will provide the meaning for necessary mathematical concepts and make connects with real world situations.
 - o Manipulatives will be used to create additional background knowledge for students.
 - o ESOL strategies will be used in daily instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work; IReady Reports; BiWeekly Benchmark Assessments

Facilitator:

MDCPS

Participants:

Teachers

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

Following the FCIM model, bi-weekly assessment data reports will Every be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments-Interim Weeks Assessment Data; CTBS Norm Referenced Test;
[OBJ] [OBJ] [OBJ] [OBJ] [OBJ] [OBJ] [OBJ] iReady reports; SuccessNet reports; Teacher made assessments

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment Data; CTBS Norm Referenced Data; iReady reports

G3.B3 The area of deficiency for 3rd through 5th grade students scoring FCAT Level 4 or above, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Number: Fractions ; due to limited opportunities for hands on experiences with fractions, and using models.

G3.B3.S1 Students will be provided with hands on experiences with fractions, and using models.

Action Step 1

- • Students will..... o be provide opportunities to: represent and identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa; compare and order fractions, including fractions greater than one, using models and strategies; represent and identify equivalent fractions, including fractions greater than one, using models.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work; iReady assessment; biweekly benchmark data

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

Following the FCIM model, bi-weekly assessment data reports will Every be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments-Interim Weeks Assessment Data; CTBS Norm Referenced Test; OBJOBJOBJOBJOBJOBJ iReady reports; SuccessNet reports; Teacher made assessments

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment Data; CTBS Norm Referenced Data; iReady reports

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments-Interim Weeks Assessment Data; CTBS Norm Referenced Test; [OBJ] iReady reports; SuccessNet reports; Teacher made assessments

Plan to Monitor Effectiveness of G3.B4.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment Data; CTBS Norm Referenced Data; iReady reports

G3.B5 The area of deficiency for 3rd through 5th grade students in the SWD subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Number: Fractions ; due to limited opportunities for hands on experiences with fractions, and using models.

G3.B5.S1 Provide hands on experiences with fractions, and using models.

Action Step 1

- Students will... o be provided with opportunities to: identify a fraction from an area or set model, or vice versa, compare and order fractions with like denominators using a model; identify an equivalent fraction for one-half and one-fourth using a model.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work; iReady assessment; biweekly benchmark data

Action Step 2

- Students will..... o be provided with opportunities to: compare and order commonly used fractions; identify an equivalent fraction when the given fraction is in simplest form; relates halves and fourths to percents and percents to halves or fourths.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work; iReady assessment; biweekly benchmark data

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

Following the FCIM model, bi-weekly assessment data reports will Every be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments-Interim Weeks Assessment Data; CTBS Norm Referenced Test; [OBJ]iReady reports; SuccessNet reports; Teacher made assessments

Plan to Monitor Effectiveness of G3.B5.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment Data; CTBS Norm Referenced Data; iReady reports

G4. Students scoring at Level 3 or above on the 2014 FCAT 2.0 Science will increase by 5 percentage points from 22% (15) to 27%.

G4.B1 The area of deficiency for 5th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Nature of Science; due to insufficient evidence of effective conclusion writing in investigations and/or hands-on activities.

G4.B1.S1 The amount of instruction and application given on conclusion writing in investigations and/or hands-on activities will increase.

Action Step 1

Students will.....
o Be exposed to an increase in the rigor in science writing through the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards; students will increase achievement. Journals will be utilized daily to explore current issues in science. Teachers will attend PD in writing with evidence. Student generated conclusions will be evaluated using a school-developed rubric.
o Use gizmo's and Science Coach (Triumph Learning)

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work; iReady assessment; biweekly benchmark data

Facilitator:

MDCPS

Participants:

Teacher

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment; CTBS Norm Referenced Test

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment Data; CTBS Norm Referenced Data; iReady reports

G4.B2 The area of deficiency for 5th grade students scoring FCAT Level 4 or above, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Nature of Science; due to insufficient evidence of effective conclusion writing in investigations and/or hands-on activities.

G4.B2.S1 The amount of instruction and application of effective conclusion writing in investigations and/or hands on activities will be increased.

Action Step 1

Students will.....

- o Be exposed to varying experiences and interests in science, as well as engaging in peer to peer and community service learning through projects within the classroom, school, and/or community that increase awareness of current issues in science.
- o to identify community issues that can be addressed through service learning. They will identify cross curricular connections and develop rubrics to evaluate projects.
- o Use gizmo's and Science Coach (Triumph Learning)

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work; iReady assessment; biweekly benchmark data

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

Following the FCIM model, bi-weekly assessment data reports will Every be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team and Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Formative Assessments-Interim Weeks Assessment Data; CTBS Norm Referenced Test;

Plan to Monitor Effectiveness of G4.B2.S1

Following the FCIM model, bi-weekly assessment data reports will Every be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Interim Assessment Data; CTBS Norm Referenced Data; iReady reports

G5. Our goal is to increase the number of students participating in STEM by 5 percentage points from 75% to 80%.

G5.B1 There is limited evidence of completed student projects in the Miami Dade STEM EXPO.

G5.B1.S1 Establish a plan and timeline for the development of student projects.

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrators will monitor over Science, Mathematics, Career Technical Education, Advanced Academics, Curriculum Coach, Science Leader, and STEM teachers. The STEM team and/or administrator will look for increased participation in school site STEM competitions that serve as a selections process for the district and state STEM competitions. Formative District Interim Assessment Data

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

Monitor the amount of students participating in STEM projects.

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Classroom based projects

Plan to Monitor Effectiveness of G5.B1.S1

Amount of students participating in school wide science fair.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-Annually

Evidence of Completion

Number of projects entered.

G6. Increase student attendance by decreasing absences; decrease number of retained third graders; decrease number of students receiving 2 or more behavioral referrals.

G6.B1 Parents unawareness of importance of attendance in student's academic growth.

G6.B1.S1 Parent workshops will be given to parents on how important attendance is. Information for KidCare will also be provided.

Action Step 1

Administration will monitor school environment and ascertain. Health education and health prevention strategies are implemented throughout the school

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance Roster

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

- Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI team.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Reports; correspondence with parents.

Plan to Monitor Effectiveness of G6.B1.S1

Monitor attendance rosters.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Correspondence with parents.

G6.B2 The increase of the number of students may result in some suspension cases.

G6.B2.S1 Decrease number of students receiving 2 or more behavior referrals.

Action Step 1

- A reward system will be established to recognize students for perfect attendance and outstanding citizenship through “the Paw Points behavior system”.

Person or Persons Responsible

Administration

Target Dates or Schedule

At the Beginning of the School Year

Evidence of Completion

of students attending the Paw Parties

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

Preventive discipline policy in the school minimizes the potential problems leading to suspension. School staff involve the parents immediately and before the consequences become inevitable. Positive Behavior management system implemented school wide, through the use of Paw Points, to attend a "Pawow" activity. Parents will be informed of the discipline policy during the Parent Workshop nights at the beginning of the school year.

Person or Persons Responsible

Administration

Target Dates or Schedule

As needed

Evidence of Completion

Parent Workshop attendance logs; # of referrals

Plan to Monitor Effectiveness of G6.B2.S1

Monitor behavior referrals; and meet with students.

Person or Persons Responsible

Guidance Counselor

Target Dates or Schedule

Weekly

Evidence of Completion

ISIS; SCAM

G6.B3 Third grade ELL learners struggle with reading comprehension.

G6.B3.S1 Students who are struggling with reading proficiency will be referred to the MTSS/RtI team by following the process.

Action Step 1

- A during the day tutorial program will be established, using the program iReady, to address students' areas of need. Participation in the program will be for everyone.

Person or Persons Responsible

Teachers

Target Dates or Schedule

bi weekly

Evidence of Completion

iReady Reports

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

After being referred to the MTSS/RTI team after the FAIR AP 1 period, students will be placed in Tier II and begin the process for RTI.

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

Lesson Plans; placement in Tier II

Plan to Monitor Effectiveness of G6.B3.S1

Following the FCIM model student progress will be monitored.

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Four Weeks

Evidence of Completion

iReady reports; CTBS Norm Referenced data; Interim Assessments.

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

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). 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. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-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 CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

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

Title II

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

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

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

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

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

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

Title VI, Part B – NA

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an

educational setting that is safe, secure and free from harassment and bullying of any kind.

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

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

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

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.

- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.

- HCiOS enhances the health education activities provided by the schools and by the health department.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

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.

G3. Students scoring at or above Level 3 on the 2014 FCAT 2.0 Mathematics will increase by 12 percentage points from 47% to 59%.

G3.B1 The area of deficiency for 3rd through 5th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Number: Fractions ; due to limited opportunities for hands on experiences with fractions, and using models.

G3.B1.S1 Students will be provided with opportunities for hands on experiences with fractions, and using models.

PD Opportunity 1

- Students will..... o be provided opportunities for students to: identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa o compare and order fractions, including fractions greater than one, using models or strategies o identify an equivalent fraction, excluding fractions greater than one, using a model.

Facilitator

MDCPS

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work; iReady assessment; biweekly benchmark data

G3.B2 The deficiency of the subgroup of Hispanic students and ELL students, as noted on the 2013 FCAT 2.0 administration is due to the fact that students have limited vocabulary to apply to the learning process.

G3.B2.S1 Expose students to a variety of vocabulary to apply to the learning process.

PD Opportunity 1

- Students will...
 - o Be provided with opportunities to develop quick recall of addition, subtraction, multiplication and division facts, as well as using the appropriate vocabulary, and being exposed to math terms.
 - o Use word walls to identify and define word meaning.
 - o Be taught using literature which will provide the meaning for necessary mathematical concepts and make connects with real world situations.
 - o Manipulatives will be used to create additional background knowledge for students.
 - o ESOL strategies will be used in daily instruction

Facilitator

MDCPS

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work; IReady Reports; BiWeekly Benchmark Assessments

G4. Students scoring at Level 3 or above on the 2014 FCAT 2.0 Science will increase by 5 percentage points from 22% (15) to 27%.

G4.B1 The area of deficiency for 5th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Nature of Science; due to insufficient evidence of effective conclusion writing in investigations and/or hands-on activities.

G4.B1.S1 The amount of instruction and application given on conclusion writing in investigations and/or hands-on activities will increase.

PD Opportunity 1

Students will.....
o Be exposed to an increase in the rigor in science writing through the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards; students will increase achievement. Journals will be utilized daily to explore current issues in science. Teachers will attend PD in writing with evidence. Student generated conclusions will be evaluated using a school-developed rubric.
o Use gizmo's and Science Coach (Triumph Learning)

Facilitator

MDCPS

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work; iReady assessment; biweekly benchmark data

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Students scoring at 3 or above on the 2014 FCAT 2.0 Reading will increase by 10 percentage points from 41% to 51%.	\$25,650
G3.	Students scoring at or above Level 3 on the 2014 FCAT 2.0 Mathematics will increase by 12 percentage points from 47% to 59%.	\$7,510
G4.	Students scoring at Level 3 or above on the 2014 FCAT 2.0 Science will increase by 5 percentage points from 22% (15) to 27%.	\$13,400
G6.	Increase student attendance by decreasing absences; decrease number of retained third graders; decrease number of students receiving 2 or more behavioral referrals.	\$250
Total		\$46,810

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development	Technology	Total
School Operational Budget	\$32,560	\$2,000	\$12,000	\$46,560
EESAC	\$250	\$0	\$0	\$250
Total	\$32,810	\$2,000	\$12,000	\$46,810

Budget Details

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

G1. Students scoring at 3 or above on the 2014 FCAT 2.0 Reading will increase by 10 percentage points from 41% to 51%.

G1.B1 The area of deficiency as noted for 3rd grade and 4th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis; due to limited exposure to character development.

G1.B1.S1 Provide students with opportunities to focus on character development.

Action Step 1

Students will be:

- Taught to identify and interpret elements of story structure within a text, and to understand character development, and character point of view by asking “What does he think, what is his attitude toward...and what did he say to let me know?” Opportunities will be provided for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text.
- 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. Use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information.

Resource Type

Evidence-Based Program

Resource

Common Core Ready Books and iReady Diagnostic

Funding Source

School Operational Budget

Amount Needed

\$7,500

G1.B2 The area of deficiency as noted for 5th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited vocabulary to apply to the learning process.

G1.B2.S1 Students will be exposed to a variety of vocabulary to apply to the learning process.

Action Step 1

- • Students will... o be instructed during pre-reading activities on the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. o develop and maintain a response journal. o be provided with instruction of skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. o Be provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic. o Use word walls, personal dictionaries, context clues charts, and concept maps in daily instruction to facilitate vocabulary acquisition. • Participate during the school day differentiated tutoring sessions, will focus on providing differentiated instruction based on benchmarks diagnosed by iReady to address student deficiencies.

Resource Type

Evidence-Based Program

Resource

CTBS Norm Referenced Test

Funding Source

School Operational Budget

Amount Needed

\$6,000

G1.B3 The deficiency of the subgroup of Hispanic students as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary; due to the fact that students have limited vocabulary to apply to the learning process.

G1.B3.S1 Students will be exposed to a variety of vocabulary to apply to the learning process.

Action Step 1

- Students will... o be instructed during pre-reading activities on the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. o develop and maintain a response journal. o be provided with instruction of skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. o Be provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic. o Use word walls, personal dictionaries, context clues charts, and concept maps in daily instruction to facilitate vocabulary acquisition.

Resource Type

Evidence-Based Program

Resource

Textbooks, Story Works, Phonics

Funding Source

School Operational Budget

Amount Needed

\$4,150

G1.B8 The area of deficiency as noted for 3rd and 4th grade students in the economically disadvantaged subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis; due to limited exposure to character development.

G1.B8.S1 Provide students with opportunities to focus on character development.

Action Step 1

Students will be:

- Taught to identify and interpret elements of story structure within a text, and to understand character development, and character point of view by asking “What does he think, what is his attitude toward...and what did he say to let me know?” Opportunities will be provided for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text.
- 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. Use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information.

Resource Type

Evidence-Based Program

Resource

2 additional Reading and Writing Teachers

Funding Source

School Operational Budget

Amount Needed

\$6,000

G1.B10 As noted on the Listening/Speaking portion of the CELLA, students have limited opportunities to listen and speak academic English outside the classroom.

G1.B10.S1 Increase Vocabulary Development.

Action Step 1

Teachers will Activate Prior Knowledge and Differentiate Instruction when presenting new material. Prediction, Read Aloud, Reader's Theatre, Chunking and Cooperative Learning are some of the strategies that will be used to present reading material. Teachers will focus on key vocabulary, present vocabulary with Context Clues and utilize Vocabulary Improvement Strategy as a means to increase vocabulary development. Word Walls, Graphic Organizers, and Word Banks will be used in all the classrooms.

Resource Type

Professional Development

Resource

Charter School Conference

Funding Source

School Operational Budget

Amount Needed

\$2,000

G3. Students scoring at or above Level 3 on the 2014 FCAT 2.0 Mathematics will increase by 12 percentage points from 47% to 59%.

G3.B1 The area of deficiency for 3rd through 5th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Number: Fractions ; due to limited opportunities for hands on experiences with fractions, and using models.

G3.B1.S1 Students will be provided with opportunities for hands on experiences with fractions, and using models.

Action Step 1

- Students will..... o be provided opportunities for students to: identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa o compare and order fractions, including fractions greater than one, using models or strategies o identify an equivalent fraction, excluding fractions greater than one, using a model.

Resource Type

Evidence-Based Program

Resource

Funding Source

School Operational Budget

Amount Needed

\$7,500

G3.B2 The deficiency of the subgroup of Hispanic students and ELL students, as noted on the 2013 FCAT 2.0 administration is due to the fact that students have limited vocabulary to apply to the learning process.

G3.B2.S1 Expose students to a variety of vocabulary to apply to the learning process.

Action Step 1

- Students will...
 - o Be provided with opportunities to develop quick recall of addition, subtraction, multiplication and division facts, as well as using the appropriate vocabulary, and being exposed to math terms.
 - o Use word walls to identify and define word meaning.
 - o Be taught using literature which will provide the meaning for necessary mathematical concepts and make connects with real world situations.
 - o Manipulatives will be used to create additional background knowledge for students.
 - o ESOL strategies will be used in daily instruction

Resource Type

Evidence-Based Program

Resource

Florida Go Math

Funding Source

School Operational Budget

Amount Needed

\$10

G4. Students scoring at Level 3 or above on the 2014 FCAT 2.0 Science will increase by 5 percentage points from 22% (15) to 27%.

G4.B1 The area of deficiency for 5th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Nature of Science; due to insufficient evidence of effective conclusion writing in investigations and/or hands-on activities.

G4.B1.S1 The amount of instruction and application given on conclusion writing in investigations and/or hands-on activities will increase.

Action Step 1

Students will..... o Be exposed to an increase in the rigor in science writing through the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards; students will increase achievement. Journals will be utilized daily to explore current issues in science. Teachers will attend PD in writing with evidence. Student generated conclusions will be evaluated using a school-developed rubric. o Use gizmo's and Science Coach (Triumph Learning)

Resource Type

Evidence-Based Program

Resource

Common Core Ready Books and iReady Diagnostics

Funding Source

School Operational Budget

Amount Needed

\$1,400

G4.B2 The area of deficiency for 5th grade students scoring FCAT Level 4 or above, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Nature of Science; due to insufficient evidence of effective conclusion writing in investigations and/or hands-on activities.

G4.B2.S1 The amount of instruction and application of effective conclusion writing in investigations and/or hands on activities will be increased.

Action Step 1

Students will.....

- o Be exposed to varying experiences and interests in science, as well as engaging in peer to peer and community service learning through projects within the classroom, school, and/or community that increase awareness of current issues in science.
- o to identify community issues that can be addressed through service learning. They will identify cross curricular connections and develop rubrics to evaluate projects.
- o Use gizmo's and Science Coach (Triumph Learning)

Resource Type

Technology

Resource

Science Triumph Learning Coach

Funding Source

School Operational Budget

Amount Needed

\$12,000

G6. Increase student attendance by decreasing absences; decrease number of retained third graders; decrease number of students receiving 2 or more behavioral referrals.

G6.B2 The increase of the number of students may result in some suspension cases.

G6.B2.S1 Decrease number of students receiving 2 or more behavior referrals.

Action Step 1

- A reward system will be established to recognize students for perfect attendance and outstanding citizenship through “the Paw Points behavior system”.

Resource Type

Evidence-Based Program

Resource

PAW Party's; Students will earn paw points for behavior as well as academics and once they collect a certain amount will be able to participate in school wide PAW parties-in which they will participate in special activities. Once every two weeks for K-2; Once every four weeks for 3rd-5th.

Funding Source

EESAC

Amount Needed

\$250