2013-2014 SCHOOL IMPROVEMENT PLAN

South Pointe Elementary School

1050 4TH ST
Miami Beach, FL 33139
305-531-5437
http://southpointe.dadeschools.net/

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	No	52%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	61%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
South Pointe Elementary School

Principal
Melanie Fishman B

School Advisory Council chair
Beatriz Arsenault

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

Name	Title
Lisa Gonsky	Assistant Principal
Maggie Pacheco	IB Coordinator
Angie Gonzalez	ESE Chair
Melanie Fishman	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

principal-1, UTD steward-1, teachers- 6, parents- 8, educational support-1, student-1, BCR-1; The ethnic, racial and economic community is represented fairly by the members of the SAC.

Involvement of the SAC in the development of the SIP

School Advisory Council (SAC) will meet the first Wednesday of every other month and as needed to develop, revise and monitor the progress of the School Improvement Plan. In addition, the council will discuss and vote on how the SAC funds will best serve the school to meet the School Improvement Plan goals.

Activities of the SAC for the upcoming school year

School Advisory Council (SAC) will reach out to the community to obtain more partners, assist the school in the decision making process of how to spend the FCAT 2.0 enhancement money and the Florida

Recognition money and will assist in the development and monitoring of the implementation of the School Improvement Plan.

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

FCAT Incentives- $500.00
Accelerated Reader Books - $500.00

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

N/A

Highly Qualified Staff

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

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Melanie Fishman B		
Principal	Years as Administrator: 17	Years at Current School: 11

Credentials	Elementary Ed., School Principal, Ed. Leadership
Performance Record	2013- School Grade -A Rdg. Levels 3-5, 86% Math Levels 3-5, 86% Rdg. Lrg. Gains, 75% Math Lrg. Gains, 78% Rdg. Imp. of Lowest 75% Math Imp. of Lowest 78% 2012- School Grade -A Rdg. Levels 3-5, 75% Math Levels 3-5, 82% Rdg. Lrg. Gains, 76% Math Lrg. Gains, 69% Rdg. Imp. of Lowest 76% Math Imp. of Lowest 81% 2011- School Grade -A Rdg. Levels 3-5, 77% Math Levels 3-5, 93% Rdg. Lrg. Gains, 65% Math Lrg. Gains, 74% Rdg. Imp. of Lowest 50% Math Imp. of Lowest 68% 2010- School Grade -A Rdg. Levels 3-5, 92% Math Levels 3-5, 94% Rdg. Lrg. Gains, 70% Math Lrg. Gains, 60% Rdg. Imp. of Lowest 71% Math Imp. of Lowest 80% 2009- School Grade -A Rdg. Levels 3-5, 89% Math Levels 3-5, 90% Rdg. Lrg. Gains, 75% Math Lrg. Gains, 67% Rdg. Imp. of Lowest 71% Math Imp. of Lowest 58%

Asst Principal	Years as Administrator:	Years at Current School:

Credentials

Performance Record

Lisa Gonsky		
Asst Principal	Years as Administrator: 8	Years at Current School: 5

Credentials	ELEM ED, ELL, PRIMARY ED, ED LEADERSHIP
Performance Record	2013- School Grade -A Rdg. Levels 3-5, 86% Math Levels 3-5, 86% Rdg. Lrg. Gains, 75% Math Lrg. Gains, 78% Rdg. Imp. of Lowest 75% Math Imp. of Lowest 78% 2012- School Grade -A Rdg. Levels 3-5, 75% Math Levels 3-5, 82% Rdg. Lrg. Gains, 76% Math Lrg. Gains, 69% Rdg. Imp. of Lowest 76% Math Imp. of Lowest 81% 2011- School Grade -A Rdg. Levels 3-5, 77% Math Levels 3-5, 93% Rdg. Lrg. Gains, 65% Math Lrg. Gains, 74% Rdg. Imp. of Lowest 50% Math Imp. of Lowest 68% 2010- School Grade -A Rdg. Levels 3-5, 92% Math Levels 3-5, 94% Rdg. Lrg. Gains, 70% Math Lrg. Gains, 60% Rdg. Imp. of Lowest 71% Math Imp. of Lowest 80% 2009- School Grade -A Rdg. Levels 3-5, 89% Math Levels 3-5, 90% Rdg. Lrg. Gains, 75% Math Lrg. Gains, 67% Rdg. Imp. of Lowest 71% Math Imp. of Lowest 58%

Classroom Teachers

# of classroom teachers

38

 # receiving effective rating or higher

38, 100%

 # Highly Qualified Teachers

71%

 # certified in-field

38, 100%

 # ESOL endorsed

27, 71%

 # reading endorsed

2, 5%

 # with advanced degrees

14, 37%

 # National Board Certified

3, 8%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

13, 34%

 # with 6-14 years of experience

13, 34%

 # with 15 or more years of experience

12, 32%

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

Regular meetings of new teachers with Principal.-Principal
Partnering new teachers with veteran staff- Assistant Principal
Collaboration with colleagues- IB Coordinator
Partnerships with local universities to recruit future teachers- Assistant Principal

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

Ms. Arkin (teacher mentor) will assist the two probationary teachers (both have three years experience between private schools and public school). Ms. Arkin will assist these two teachers, Ms. Laos and Ms. Pachter, at weekly planning meetings and as needed. Ms. Arkin is an experienced teacher who has taught Pre-K-through 5th grade and has been attending all Common Core Trainings. She demonstrated excellence in all categories of her yearly observation.

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

MTSS/RtI is an extension of South Pointe Elementary's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing examination of data which impact student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.
South Pointe Elementary School's MTSS/RtI Leadership Team is composed of:
Principal; Assistant Principal; Second Grade Teacher; ELL Teacher; EESAC Chairperson; Media Specialist; School Psychologist and School Counselor. The MTSS/ RtI team addresses student learning based on analysis of data. The MTSS/RtI team works cohesively to initiate plans for students that will address the intervention strategies needed to be implemented in order to promote student achievement. This team ensures that MTSS/RtI is being implemented with fidelity and that assessment of MTSS/RtI skills is being documented and used to drive instruction. The team will ensure that adequate professional development to support MTSS/RtI is implemented and will communicate with parents regarding school based MTSS/RtI plans and activities.

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

General Education Teachers: Provide intervention for students in the first level (core), second level (supplemental) and third level (intensive), collect data, collaborate with other staff and provide information about core subjects.
Exceptional Student Education (ESE) Teacher: Integrates core instructional activities/materials into instruction and collaborates with general education teachers; collects data and uses this information to drive instruction when planning interventions; monitors progress to ensure that students are improving in academic achievement; ensures that students are exposed to grade level instruction, as well as, meeting individual goals.
Assistant Principal, Provides guidance on K-12 Reading Plan; provides technical assistance to teachers regarding data-based instructional planning, and supports the implementation of Tier I and Tier II intervention plans.
School Psychologist, School Counselor, Social Worker: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions in the first level (core), second level (supplemental) and third level (intensive), the student service team will continue to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral and social success.

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

1. Monitor academic and behavior data evaluating progress.
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

To summarize the baseline data, mid -year and end of year reviews in reading, mathematics, science, and writing, the MTSS/RtI Leadership Team will use: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Edusoft, Interim Assessments, and the Florida Comprehensive Assessment Test (FCAT 2.0). The following data will be used to monitor student behavior: Student Case Management System, detentions, suspensions, and attendance referrals.

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

South Pointe Elementary School will provide support for school staff to understand MTSS/ /RtI principles and procedures. Professional development will be provided during teachers' planning time and during professional development days. The MTSS/ /RtI team will have regularly scheduled team meetings to review and assist the process in assuring it is being implemented correctly. South Pointe Elementary School will provide support for school staff to understand MTSS/ /RtI principles and procedures. Professional development will be provided during teachers' planning time and during professional development days.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 2,160

South Pointe Elementary School offers before and after school tutoring to bubble students as well as any student who scored a 1 or 2 in reading and/or math on the 2013 FCAT 2.0. Reading Plus is offered in the Computer Lab and small group sessions are held with certified teachers.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Students learn a specific benchmark and are then provided a weekly benchmark assessment to see if the student has mastered the benchmark. If the student has not mastered the skill, it is retaught and another assessment given. The District Fall and Winter assessments are also used to determine the effectiveness of the tutoring.

Who is responsible for monitoring implementation of this strategy?

The teacher providing services monitors the growth on a weekly basis. On a bi-weekly basis the Assistant Principal collects the attendance rosters and scores and monitors the progress.

Literacy Leadership Team (LLT)

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

Name	Title
Melanie Fishman	Principal
Lisa Gonsky	Assistant Principal
Beariz Arsenault	EESAC Chairperson/Third Grade Teacher
Angie Gonzalez	UTD Steward
Estrella Mitrani	media specialist
Maria Bona	ELL teacher
Lourdes Figarola	fourth grade teacher
Cara Natkin	first grade teacher

How the school-based LLT functions

The school-based Literacy Leadership Team meets monthly. It identifies areas of literacy that need to be addressed as well as areas where enrichment activities may be added to enhance the curriculum. Team members brainstorm and develop action plans to target different issues. Tasks are divided among team members and progress is assessed at subsequent meetings. Plans are revised as needed. This team ensures that all programs are implemented with fidelity and are monitored in order to drive instruction.

Major initiatives of the LLT

The LLT will target the union of the IB interdisciplinary themes and the new Common Core Curriculum. Another initiative will be the development of rubrics for the authentic assessment of student progress with an emphasis on higher thinking skills. Writing will be implemented across disciplines.

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

South Pointe Elementary houses approximately 20 students ages 3 to 4 in the Head Start program and another 20 students in the VPK program. Both programs implement the High Scope curriculum. The teachers plan with the Kindergarten teachers on a weekly basis. The students who participate in these early childhood programs attend field trips and class presentations that the Kindergarten teachers arrange.
In order to facilitate the transition from Pre-K to kindergarten, the Pre-K students visit the Kindergarten students and shadow them for periods of time before the school year ends. Parents are invited in for Kindergarten orientation. While the parents attend the orientation their children participate in Kindergarten activities provided for by Kindergarten teachers. Parents of students entering Kindergarten in the fall who attend community early childhood centers are invited to participate in these activities.

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	82%	86%	Yes	84%
American Indian				
Asian				
Black/African American				
Hispanic	72%	77%	Yes	75%
White	98%	98%	Yes	99%
English language learners	60%	64%	Yes	64%
Students with disabilities				
Economically disadvantaged	70%	79%	Yes	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	26%	27%
Students scoring at or above Achievement Level 4	147	58%	58%

Learning Gains

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

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	71	54%	59%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	41	32%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	43	32%	39%

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	68	74%	77%
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	87%	86%	Yes	88%
American Indian				
Asian				
Black/African American				
Hispanic	81%	82%	Yes	83%
White	98%	93%	No	99%
English language learners	69%	76%	Yes	72%
Students with disabilities				
Economically disadvantaged	79%	78%	Yes	81%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	26%	29%
Students scoring at or above Achievement Level 4	145	58%	59%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		78%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		78%	80%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	27%	28%
Students scoring at or above Achievement Level 4	39	53%	54%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		5
Participation in STEM-related experiences provided for students	838		

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	22	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	3	1%	1%
Students who are not proficient in reading by third grade	13	15%	14%
Students who receive two or more behavior referrals	101	17%	16%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	1%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

To increase parental involvement by 5 percent.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase the number of parent participation amongst our non English speaking population.	255	50%	55%

Goals Summary

G1. The percentage of students scoring at a Level 3 or above on the 2014 Reading FCAT 2.0 will increase or remain at 86%.

G2. To increase the percentage of students scoring at an achievement level of 3.5 or higher on the narrative /expository portion of the Writing FCAT 2.0.

G3. Results of the 2013 FCAT indicate that 86% of the students achieved proficiency in mathematics. The goal for the 2013-2014 school year will be to increase the percentage of students achieving and maintaining proficiency to 88%.

G4. Increase the number of students participating in Project Based Learning in STEM from 50% to 75%. or more on Science Fair Projects.

G5. To improve the percentage of students scoring at a 3 or higher on the FCAT 2 from by increasing the number of questions they answer correctly on the Physical Science portion.

G6. Improve student attendance and decrease the number of behavioral referrals.

G7. Increase parent involvement from 50% to 55%.

Goals Detail

G1. The percentage of students scoring at a Level 3 or above on the 2014 Reading FCAT 2.0 will increase or remain at 86%.

Targets Supported

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

Resources Available to Support the Goal

- Experienced teachers with Common Core training.

- Common planning time for teachers to share best practices.

- School culture that promotes success through positive reinforcement.

Targeted Barriers to Achieving the Goal

- Performance data shows that 26% of the students scored at Level 3 on the 2013 FCAT 2.0. Our goal is for 27% or more of the students to score Level 3 on the 2014 FCAT 2.0. Indicators show that there is a deficiency in Reporting Category 2 , Reading Application. Students experience difficulties reading and comprehending literature and informational text at the high end of the text complexity band independently and proficiently.

- Performance data shows that 58% of the students scored at Level 4 and above on the 2013 FCAT 2.0. Our goal is to maintain the percent of students scoring at Level 4 or above on the 2014 FCAT 2.0. Indicators show that there is a deficiency in Reporting Category 2 , Reading Application. Students experience difficulties reading and comprehending literature and informational text at the high end of the text complexity band independently and proficiently.

- Performance data shows that 75% of the students made learning gains in reading on the 2013 FCAT 2.0. Our goal is for 78% or more to make learning gains on the 2014 FCAT 2.0. Indicators show that there is a deficiency in Reporting Category 2 , Reading Application. Students experience difficulties reading and comprehending literature and informational text at the high end of the text complexity band independently and proficiently.

- Performance data shows that 75% of the students in the lowest 25% of the school made learning gains in reading on the 2013 FCAT 2.0. Our goal is for 78% of the students to make learning gains on the 2014 FCAT 2.0 . Indicators show that there is a deficiency in Reporting Category 2 , Reading Application. Students experience difficulties reading and comprehending literature and informational text at the high end of the text complexity band independently and proficiently.

- Performance data shows that 54% of the students scored proficient in Listening/Speaking on the 2013 CELLA. Our goal is to increase the percentage of students scoring proficient to 59%. This indicates that students would benefit from additional opportunities to speak and listen to English conversation.

- Performance data shows that 32% of the students scored proficient in Reading on the 2013 CELLA. Our goal is for 39% of the students to score proficient on the 2014 CELLA. This indicates that the students need to be exposed to more read-alouds and opportunities to read books in English.

- Performance data shows that 32% of the students scored proficient in writing on the 2013 CELLA. Our goal is for 39% of the students to score proficient on the 2014 CELLA. This indicates that the students need to be exposed to more writing opportunities.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM students' monthly assessment reports will be monitored for progress and to adjust instruction as needed.

Person or Persons Responsible
MTSS/RTI Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: Monthly Reading Plus Reports, McGraw Hill Reading Series Quizzes/Tests and District Interim Assessment Summative: 2014 FCAT 2.0

G2. To increase the percentage of students scoring at an achievement level of 3.5 or higher on the narrative /expository portion of the Writing FCAT 2.0.

Targets Supported
- Writing

Resources Available to Support the Goal
- Instructional strategies , scheduling, assessment practices, teachers' knowledge and skills, parental involvement, student motivation, school culture, alignment of instruction with standards.

Targeted Barriers to Achieving the Goal
- Students' performance data from the 2013 FCAT Writing indicates a 19 percentage point drop of the number of students who scored at a 3.5 or higher.

Plan to Monitor Progress Toward the Goal

Following the FCIM, monthly narrative/expository writing prompts will be scored by teachers and reviewed by the LLT. They will also be reviewed and discussed at grade level meetings.

Person or Persons Responsible
LLT

Target Dates or Schedule:
Monthly

Evidence of Completion:
Students final writing product. Formative: Monthly writing prompts. Baseline, Fall and Winter Writing Interim Summative: 2014 FCAT Writes

G3. Results of the 2013 FCAT indicate that 86% of the students achieved proficiency in mathematics. The goal for the 2013-2014 school year will be to increase the percentage of students achieving and maintaining proficiency to 88%.

Targets Supported

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

Resources Available to Support the Goal

- The school will utilize the ELL resource teacher and the SPED teacher to support classroom teachers and students. Instructional resources include: • SuccessMaker • GIZMOS • FCAT Explorer • Go Math Common Core-Based Series

Targeted Barriers to Achieving the Goal

- The White subgroup did not make their 2012-2013 AMO. These students have a limited understanding of multiple step word problems.

- According to the results of the 2013 FCAT 2.0, 29% of the students scored Achievement Level 3. These students experienced deficiency in Reporting Category 2, Number: Fractions.

- According to the results of the 2013 FCAT 2.0, 59% of the students scored at Achievement Level 4 or above and need additional opportunities to discuss, write and develop real-world math problems.

- According to the results of the 2013 FCAT 2.0, 78% of the students made learning gains. The 22% that did not experienced difficulties in Reporting Category Numbers: Fractions.

- The lowest 25% making learning gains experienced difficulty in Reporting Category Number: Fractions.

Plan to Monitor Progress Toward the Goal

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustments to instruction. The LLT will analyze data from various assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately. Data from District Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

Person or Persons Responsible
LLT

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: District Interim Assessment, Classroom assessments Summative: 2014 FCAT 2.0

G4. Increase the number of students participating in Project Based Learning in STEM from 50% to 75%. or more on Science Fair Projects.

Targets Supported
- STEM

- STEM - All Levels

Resources Available to Support the Goal
- Teachers

Targeted Barriers to Achieving the Goal
- We have limited number of evidence of completed student projects in STEM , i.e., The Miami Dade STEM EXPO (Science Fair and SECME).

Plan to Monitor Progress Toward the Goal

The LLT will monitor for increased participation in STEM projects.

Person or Persons Responsible
LLT

Target Dates or Schedule:
quarterly

Evidence of Completion:
2014 FCAT SCience 2.o

G5. To improve the percentage of students scoring at a 3 or higher on the FCAT 2 from by increasing the number of questions they answer correctly on the Physical Science portion.

Targets Supported
- Science

- Science - Elementary School

Resources Available to Support the Goal
- Instructional strategies,scheduling, assessment practices, teachers' knowledge and skills, parental involvement, student motivation, school culture, Gizmo, and alignment of instruction with Common Core Curriculum.

Targeted Barriers to Achieving the Goal
- As noted on the 2013 Science FCAT 2.0 students in grade 5 had the most difficulties with Physical Science.

- On the 2013 FCAT 2.0 Science 19 percent of students scored at Level 4. Performance data for students scoring at Level 4 indicates that there is a deficiency with Physical Science. Students performing at mastery level of this reporting category will generally be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy and distinguish relationships among mass, force and motion.

Plan to Monitor Progress Toward the Goal

At grade level meetings (headed by administration) lesson plans will be checked for hands on opportunities for students to explore the world of Physical Science. Grade level discussions will occur of the teacher's findings. Science journals will be shared. Administration will document activities observed during Classroom walk through's. The FCIM data from the Interim Assessment will be used to monitor and adjust instruction.

Person or Persons Responsible
MTTS/RTI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: Bi-Weekly benchmark Assessments Baseline, Fall and Winter District Interim Assessments
Summative: 2014 FCAT 2.0

G6. Improve student attendance and decrease the number of behavioral referrals.

Targets Supported
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- Parents, Counselor, School social worker, School Nurse and Success University

Targeted Barriers to Achieving the Goal
- The percent of students with unexcused absences has increased.
- The number of student behavioral referrals has increased.
- The percent of students with excused absences has increased.

Plan to Monitor Progress Toward the Goal

Attendance of the targeted students will be monitored. A comparison will be completed between the number of absences last year to this year.

Person or Persons Responsible
Attendance Review Committee

Target Dates or Schedule:
Monthly

Evidence of Completion:
The students attendance record. Quarterly Attendance Summaries and Yearly Attendance Summary

G7. Increase parent involvement from 50% to 55%.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Parents, students, connect ed program, flyers, marque

Targeted Barriers to Achieving the Goal
- Parents work and are unable to attend functions during the day.

Plan to Monitor Progress Toward the Goal

Review Sign in sheets and Volunteer log in book.

Person or Persons Responsible
Administrative Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Sign in sheets. Volunteer log sheets.

Action Plan for Improvement

Problem Solving Key

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

G1. The percentage of students scoring at a Level 3 or above on the 2014 Reading FCAT 2.0 will increase or remain at 86%.

G1.B1 Performance data shows that 26% of the students scored at Level 3 on the 2013 FCAT 2.0. Our goal is for 27% or more of the students to score Level 3 on the 2014 FCAT 2.0. Indicators show that there is a deficiency in Reporting Category 2 , Reading Application. Students experience difficulties reading and comprehending literature and informational text at the high end of the text complexity band independently and proficiently.

G1.B1.S1 Opportunities will be provided for students to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Action Step 1

Students will use complex text provided by their teachers to practice the skill of using evidence from the text to support answers. Strategies that will be used to support the learning of this skill will be main idea tables, Venn Diagrams, opinion support tables and one sentence summaries.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Mini assessments, Reading Plus Reports, McGraw Hill Reading Series Quizzes/Tests and District Interim Assessment Summative: 2014 FCAT 2.0

Facilitator:

Reading Coach and Trained teachers

Participants:

Teachers

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

Utilizing the FCIM students' monthly assessment reports will be monitored for progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RTI, Leadership Team

Target Dates or Schedule

weekly

Evidence of Completion

Teacher Lesson Plans, Grade Level Meetings, Classroom walk-throughs. Formative: Monthly Reading Plus Reports, McGraw Hill Reading Series Quizes/Tests and District Interim Assessment Summative: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S1

Utilizing the FCIM students' monthly assessment reports will be monitored for progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RTI Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative: Monthly Reading Plus Reports, McGraw Hill Reading Series Quizes/Tests and District Interim Assessment Summative: 2014 FCAT 2.0

G1.B2 Performance data shows that 58% of the students scored at Level 4 and above on the 2013 FCAT 2.0. Our goal is to maintain the percent of students scoring at Level 4 or above on the 2014 FCAT 2.0. Indicators show that there is a deficiency in Reporting Category 2 , Reading Application. Students experience difficulties reading and comprehending literature and informational text at the high end of the text complexity band independently and proficiently.

G1.B2.S1 Opportunities to analyze the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text will be provided. Reading Plus will be utilized.

Action Step 1

During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

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

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT/MTSS/RtI team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Monthly Reading Plus Reports, District Interim Assessment Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B2.S1

Utilizing the FCIM, , the LLT will schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in comparing and contrasting between text.

Person or Persons Responsible

LLT/MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly Reading Plus reports, District Interim Assessment Summative Assessment: 2014 FCAT 2.0

G1.B3 Performance data shows that 75% of the students made learning gains in reading on the 2013 FCAT 2.0. Our goal is for 78% or more to make learning gains on the 2014 FCAT 2.0. Indicators show that there is a deficiency in Reporting Category 2 , Reading Application. Students experience difficulties reading and comprehending literature and informational text at the high end of the text complexity band independently and proficiently.

G1.B3.S1 Opportunities will be provided for using and identifying details from the passage to determine main idea, plot, and purpose. Multiple opportunities to practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose will be provided.

Action Step 1

During instruction teachers will use the following strategies: • graphic organizers (e.g., note taking, mapping); • summarization activities; • questioning the author; • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); • avoiding the interference of prior knowledge when answering a question;

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly Reading Plus Reports, District Interim Assessment Summative Assessment: 2014 FCAT 2.0

Facilitator:

Trained Reading Teachers

Participants:

All teachers

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

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor on progress and to adjust instruction as needed.

Person or Persons Responsible

LLT/MTSSS/RtI team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: Monthly Reading Plus and SuccessMaker report, District Interim Assessment Summative Assessments: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B3.S1

Monthly assessment reports will be reviewed to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT/MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, Monthly Reading Plus reports and District Interims Summative Assessments: 2014 FCAT 2.0

G1.B4 Performance data shows that 75% of the students in the lowest 25% of the school made learning gains in reading on the 2013 FCAT 2.0. Our goal is for 78% of the students to make learning gains on the 2014 FCAT 2.0 . Indicators show that there is a deficiency in Reporting Category 2 , Reading Application. Students experience difficulties reading and comprehending literature and informational text at the high end of the text complexity band independently and proficiently.

G1.B4.S1 During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency.

Action Step 1

During instruction teachers will use the following strategies: • graphic organizers (e.g., note taking, mapping); • summarization activities; • questioning the author; • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); • avoiding the interference of prior knowledge when answering a question;

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly Reading Plus and SuccessMaker reports, Quizzes and tests from the district adopted reading series Summative Assessments: 2014 FCAT 2.0

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

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT/MTSS/RtI team

Target Dates or Schedule

Biweekly

Evidence of Completion

Formative Assessments: Monthly Reading Plus Reports, District Interim Assessment Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B4.S1

Utilizing the FCIM, the LLT will schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in comparing and contrasting between text.

Person or Persons Responsible

LLT/MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly Reading Plus reports, District Interim Assessment Summative Assessment: 2014 FCAT 2.0

G1.B5 Performance data shows that 54% of the students scored proficient in Listening/Speaking on the 2013 CELLA. Our goal is to increase the percentage of students scoring proficient to 59%. This indicates that students would benefit from additional opportunities to speak and listen to English conversation.

G1.B5.S1 Provide students with opportunities to listen and speak to English prompts and to read-a-louds.

Action Step 1

During instruction, students will be provided with opportunities to listen and to read-a-louds, and think-a-louds and to participate in Reader's Theater.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Teacher informal observation log and rubrics utilized during instruction. Summative Assessments: Results of the 2014 CELLA

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

Through the FCIM process the implementation of the identified strategies will be monitored.

Person or Persons Responsible

The LLT along with the MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments- Teacher informal observation log and rubrics utilized during instruction
Summative Assessments- Results of th e2014 CELLA

Plan to Monitor Effectiveness of G1.B5.S1

Through the FCIM process implementation of identified strategies will be monitored.

Person or Persons Responsible

LLt MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment- Teacher informal observation log utilized during differentiated instruction and rubrics that were utilized during instruction Summative Assessment-Results of the 2014 CELLA

G1.B6 Performance data shows that 32% of the students scored proficient in Reading on the 2013 CELLA. Our goal is for 39% of the students to score proficient on the 2014 CELLA. This indicates that the students need to be exposed to more read-alouds and opportunities to read books in English.

G1.B6.S1 Students will be provided opportunities to practice reading skills and strategies.

Action Step 1

Teachers will implement the following during- and- after reading strategies: Think-aloud Decodable Books-Supplemental instruction. Front Loading-developing schemata Preview in Native Language Graphic Organizers Vocabulary Teacher made questions Discussions Summarizing Strategies Read-along listening centers Reference Tools (Thesaurus, Dictionary in Native Language) Read Alouds with visual aids Independent Reading Picture Walk Accelerated Reader

Person or Persons Responsible

Students will practice reading skills with the classroom teacher and ELL teacher.

Target Dates or Schedule

Ongoing

Evidence of Completion

On-going assessment, Performance Assessment, and Rubrics

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

MTSS/ RtI Leadership Team will review data of mini-assessments, baseline and interim assessments, FAIR, SuccessMaker, and on-going assessments to measure progress, growth and application, and inform future instructional decisions.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Mini assessments,baseline and interim assessments,FAIR, and SuccessMaker

Plan to Monitor Effectiveness of G1.B6.S1

MTSS/ RtI Leadership Team will review data of mini-assessments, baseline and interim assessments, FAIR, SuccessMaker, and on-going assessments to measure progress, growth and application, and inform future instructional decisions

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Mini assessments, baseline interim assessments, FAIR, and SuccessMaker

G1.B7 Performance data shows that 32% of the students scored proficient in writing on the 2013 CELLA. Our goal is for 39% of the students to score proficient on the 2014 CELLA. This indicates that the students need to be exposed to more writing opportunities.

G1.B7.S1 Students will be provided opportunities to practice writing skills and strategies in English.

Action Step 1

Teachers will implement the following strategies: Graphic Organizers, journal writing, and reading responses.

Person or Persons Responsible

Students will practice writing skills with the classroom teacher and the ELL teacher.

Target Dates or Schedule

on going

Evidence of Completion

On going assessment, performance assessment and rubrics

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

MTSS/RtI Leadership team will review data of mini assessments, baseline and interim assessments to measure progress and inform future instructional decisions.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Mini assessments, interim assessments

Plan to Monitor Effectiveness of G1.B7.S1

MTSS/RtI Leadership team will review data of district interim assessments, and on going assessments to measure progress and growth and to inform future instructional decisions.

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. To increase the percentage of students scoring at an achievement level of 3.5 or higher on the narrative /expository portion of the Writing FCAT 2.0.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates a 19 percentage point drop of the number of students who scored at a 3.5 or higher.

G2.B1.S1 Students will write across the curriculum. The writing process will be implemented to generate ideas and formulate a plan for the final writing piece. Rules, summaries, procedures recipes, notes and instructions are a few of the writing forms which will be implemented.

Action Step 1

During instruction, students will develop a writing plan that includes main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language .Monthly prompts will be administered and used by the teacher as a teaching tool in the classroom.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

The monthly prompts will show growth in detail , organization and vocabulary.

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

A score sheet will be turned into the LLT . The LLT will monitor the students progress. Lesson plans will be checked to see that time is being allotted for writing and editing. Classroom walk throughs will provide time for the LLT to see writing instruction being provided.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Score sheets. LLT log. Classroom walk through logs. Students completed monthly writing pieces.

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM, monthly narrative/expository writing prompts will be scored by teachers and reviewed by the LLT. They will also be reviewed and discussed at grade level meetings.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Students final writing product. Formative: Monthly writing prompts. Baseline, Fall and Winter Writing Interim Summative: 2014 FCAT Writes

G3. Results of the 2013 FCAT indicate that 86% of the students achieved proficiency in mathematics. The goal for the 2013-2014 school year will be to increase the percentage of students achieving and maintaining proficiency to 88%.

G3.B1 The White subgroup did not make their 2012-2013 AMO. These students have a limited understanding of multiple step word problems.

G3.B1.S1 Students will be provided with multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems through discussion and keeping math journals.

Action Step 1

Provide opportunities for students to: • apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division • extend numeric or graphic patterns beyond the next element or find one or more missing elements in a numeric or graphic pattern • analyze and interpret data on a bar graph, pictograph, frequency table, or line plot to solve problems

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students work folders. Teachers lesson plans. Observations by the leadership team. Formative: District Interim Assessment, Classroom Assessments Summative: 2014 FCAT 2.0

Facilitator:

Math Department Head

Participants:

Teachers

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

Teacher lesson plans will be monitored by administration. Administrative walk throughs for evidence of real world problems being solved. Student math journals with entries of real world math problems being solved. The leadership team will review data from the biweekly benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

LLT/MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Administrative log.Teacher's lesson plans. Mathematic word walls in the classroom. Work in the students math journal.. Formative: District Interim, classroom assessments Summative: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B1.S1

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustments to instruction. The LLT will analyze data from various assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately. Data from District Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

Person or Persons Responsible

LTT/MTSS/RTI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: District Interim Assessment, Classroom assessments Summative: 2014 FCAT 2.0

G3.B2 According to the results of the 2013 FCAT 2.0, 29% of the students scored Achievement Level 3. These students experienced deficiency in Reporting Category 2, Number: Fractions.

G3.B2.S1 Students will develop mathematical fluency and problem solving proficiency in the areas of relating to fractions.

Action Step 1

Students will be provided opportunities to compare and order fractions generating equivalent fractions and relating halves, fourths, tenth and hundredths to percent. Journals will be used to express and share student reasoning in whole and small group instruction.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Journal responses and student work.

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

The MTSS/RtI team will monitor progress by analyzing data provided by Success Maker reports and mini assessment data.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: District Mathematics Interim Assessment and SuccessMaker reports
Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B2.S1

The MTSS/RtI team will monitor student progress through SuccessMaker reports and mini assessment data.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly and Quarterly

Evidence of Completion

Formative Assessment: District Interim Assessment, SuccessMaker Reports Summative Assessment: 2014 FCAT 2.0

G3.B3 According to the results of the 2013 FCAT 2.0, 59% of the students scored at Achievement Level 4 or above and need additional opportunities to discuss, write and develop real-world math problems.

G3.B3.S1 Provide students opportunities to engage in creativity and solving real-world problems in collaborative activities.

Action Step 1

Students will practice constructing, analyzing and drawing conclusions about real-world problems with evidence to support reasoning. The students will be engaged discussion activities.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Student work and journal entries.

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

The MTSS/RtI team will monitor progress by analyzing student collaborative activities.

Person or Persons Responsible

LLT / MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim , Summative Assessments: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B3.S1

The MTSS/RtI Leadership Team will monitor student progress analyzing District Interim Assessment data, and SuccessMaker reports.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly and Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessment, SuccessMaker reports Summative Assessments: 2014 FCAT 2.0

G3.B4 According to the results of the 2013 FCAT 2.0, 78% of the students made learning gains. The 22% that did not experienced difficulties in Reporting Category Numbers: Fractions.

G3.B4.S1 Students will be provided additional foundational support for understanding fraction concepts.

Action Step 1

During differentiated instruction students will be provided hands-on activities designed to help discover the concepts of fractions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

student work and student journals

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

SuccessMaker reports, District Interim Assessment and mini assessment data will be analyzed .

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: District Interim Assessment, SuccessMaker reports Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B4.S1

The MTSS/RtI Leadership Team will monitor student progress by analyzing District Mathematics Interim assessments and SuccessMaker reports

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly and Quarterly

Evidence of Completion

Formative Assessments: Mathematics Interim Assessment and SuccessMaker reports Summative Assessment: 2014 FCAT 2.0

G3.B5 The lowest 25% making learning gains experienced difficulty in Reporting Category Number: Fractions.

G3.B5.S1 Students will be provided with increased accessibility to instructional technology resources for reinforcement and remediation.

Action Step 1

Engage students in reviewing and reinforcing concepts to develop meaningful understanding of number base ten & fractions relationships through the incorporation of instructional technology and metacognitive reflection in cooperative learning groups, peer tutoring, whole group, tutorial classes and/or journaling. Provide appropriate mathematical resources, e.g. Imagine Learning, Destination Math,GIZMOS,

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Journal responses, SuccessMaker, GIZMOS, Destination Math reports

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

The MTSS/RtI Leadership Team will monitor SuccessMaker reports, FCAT Explorer reports, and Destination Math reports.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: SuccessMaker reports, FCAT Explorer reports, and Destination Math reports Summative Assessments: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B5.S1

The MTSS/RtI Leadership Team will monitor progress by analyzing District Mathematics Interim assessments, SuccessMaker reports and FCAT Explorer reports.

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

Monthly and Quarterly

Evidence of Completion

Formative Assessments: District Mathematics Interim assessments, SuccessMaker reports and FCAT Explorer reports Summative Assessment: 2014 FCAT 2.0

G4. Increase the number of students participating in Project Based Learning in STEM from 50% to 75%. or more on Science Fair Projects.

G4.B1 We have limited number of evidence of completed student projects in STEM , i.e., The Miami Dade STEM EXPO (Science Fair and SECME).

G4.B1.S1 Students will be engaged in the problem solving process through the participation in Project Based Learning.

Action Step 1

Establish a plan and timeline for the development of student projects and increase the participation in Science competitions. Provide hands-on elementary inquiry based learning experiences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: District Interim Assessment data Summative Assessment: 2014 FCAT Science 2.0

Facilitator:

Frank Morris

Participants:

Teachers

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

The LLT will monitor for increased participation in STEM projects.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Registrations in competitions and teacher lesson plans Summative Assessment: 2014 FCAT Science 2.0

Plan to Monitor Effectiveness of G4.B1.S1

LLT will monitor for increased participation in STEM projects.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans, Student journals Summative: 2014 FCAT Science 2.0

G5. To improve the percentage of students scoring at a 3 or higher on the FCAT 2 from by increasing the number of questions they answer correctly on the Physical Science portion.

G5.B1 As noted on the 2013 Science FCAT 2.0 students in grade 5 had the most difficulties with Physical Science.

G5.B1.S1 Students will participate in more hands on science activities that will allow them more understanding of the basic forms of energy, to identify familiar forces, trace the conversion of electric energy into other forms of energy and to distinguish relationships among mass, force and motion.

Action Step 1

Teachers will promote the use of instructional technology (GIZMO) to enhance and remediate student conceptual understanding of Physical Science. Students will be provided with more opportunities to discuss and write about their findings in their Science Journals. Students will be instructed to provide evidence to their findings during scientific exploration. The FCIM data from the Interim Assessment will be used to monitor and adjust instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

The students science journals Lesson plans Student work

Facilitator:

Science Department Chair

Participants:

Teachers

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

At grade level meetings (headed by administration) lesson plans will be checked for hands on opportunities for students to explore the world of Physical Science. Grade level discussions will occur of the teacher's findings. Science journals will be shared. Administration will document activities observed during Classroom walk through's. The FCIM data from the Interim Assessment will be used to monitor and adjust instruction.

Person or Persons Responsible

MTTS/RTI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Journals Formative: Bi-Weekly benchmark Assessments Baseline, Fall and Winter District Interim Assessments Summative: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G5.B1.S1

At grade level meetings (headed by administration) lesson plans will be checked for hands on opportunities for students to explore the world of Physical Science. Grade level discussions will occur of the teacher's findings. Science journals will be shared. Administration will document activities observed during Classroom walk through's. The FCIM data from the Interim Assessment will be used to monitor and adjust instruction.

Person or Persons Responsible

MTTS/RTI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Bi-Weekly benchmark Assessments Baseline, Fall and Winter District Interim Assessments Summative: 2014 FCAT 2.0

G5.B2 On the 2013 FCAT 2.0 Science 19 percent of students scored at Level 4. Performance data for students scoring at Level 4 indicates that there is a deficiency with Physical Science. Students performing at mastery level of this reporting category will generally be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy and distinguish relationships among mass, force and motion.

G5.B2.S1 Students need to be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy and distinguish relationships among mass, force and motion.

Action Step 1

Teachers will promote use of instructional technology (Gizmo) to enhance and re-mediate student conceptual understanding of topics being addressed. By increasing 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.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Data from Biweekly benchmark assessments will be analyzed to monitor effectiveness and student progress. District Interims Summative Assessments: 2014 FCAT 2.0

Facilitator:

Frank Morris

Participants:

Teachers

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

The LLT will review science journals at biweekly grade level meetings.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Data from biweekly benchmark assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G5.B2.S1

LLT will review science journals.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Bi-Weekly assessments, district assessments Summative Assessments: 2014 FCAT 2.0

G6. Improve student attendance and decrease the number of behavioral referrals.

G6.B1 The percent of students with unexcused absences has increased.

G6.B1.S1 Identify students who have a history of excessive absences and refer them to Success University.

Action Step 1

The Attendance Review Committee and a representative of Success University will meet, review data and prioritize the students who would benefit from the services.

Person or Persons Responsible

Attendance Review Committee Success Univeristy.

Target Dates or Schedule

Ongoing

Evidence of Completion

Agenda from meetings. Referrals with outcome of meetings. District generated reports

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

Attendance of the targeted students will be monitored. A comparison will be completed between the number of absences last year to this year.

Person or Persons Responsible

Success University Attendance Review committee

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Agenda of meetings. Number of contracts completed between the parents and Success University.

Plan to Monitor Effectiveness of G6.B1.S1

Attendance of the targeted students will be monitored. A comparison will be completed between the number of absences last year to this year.

Person or Persons Responsible

Attendance Review Committee

Target Dates or Schedule

Monthly

Evidence of Completion

The attendance reports.

G6.B2 The number of student behavioral referrals has increased.

G6.B2.S1 New Code of Student Conduct is thoroughly reviewed with parents and students. Teachers go over class and school rules weekly. Awards are given to students who display desired behaviors. Desired behaviors are monitored by Student Patrols.

Action Step 1

Teachers reviewed the New Code of Student Conduct with parents at open house. Parents signed the Contract stating that they have read and understand the Cod of Student Conduct. Teachers reviewed the Code of student Conduct with the students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 28, 2013

Evidence of Completion

Signed contracts between the parents, students and school.

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

Collection of the contracts. Speaking with students in the hall to share expected behaviors.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013

Evidence of Completion

Signed Contracts Quarterly Referral Report

Plan to Monitor Effectiveness of G6.B2.S1

Student behavior record will be matched with that of last years to see if it has decreased.

Person or Persons Responsible

Attendance Review Committee

Target Dates or Schedule

Monthly

Evidence of Completion

Comparison of records as seen in the Quarterly and Yearly Attendance Report.

G6.B3 The percent of students with excused absences has increased.

G6.B3.S1 Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI/RtI team.

Action Step 1

The MTSS/RtI team will monitor students who received two or more attendance referrals providing students with counseling and encouraging parental involvement in this process.A reward system will be established to recognize students for perfect attendance.

Person or Persons Responsible

LLT/MTSS/RtI team

Target Dates or Schedule

On going

Evidence of Completion

Formative: Quarterly Attendance Summaries Summative Assessment: Yearly Attendance Summary

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

Administration and the Attendance Review Committee will monitor the improvement of students with a pattern of nonattendance and or tardies

Person or Persons Responsible

LLT/MTSS/RTi team

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessment: Quarterly Attendance Summaries Summative Assessment: Yearly Attendance Summary

Plan to Monitor Effectiveness of G6.B3.S1

Administration and the Attendance Review Committee will monitor the improvement of students with a pattern on nonattendance and/or tardies.

Person or Persons Responsible

LLT/MTSS

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: Quarterly Attendance Summaries, Behavioral Referral Reports and At Risk Student List Summative Assessment. Summative : Yearly Attendance Summary

G7. Increase parent involvement from 50% to 55%.

G7.B1 Parents work and are unable to attend functions during the day.

G7.B1.S1 Offer activities at different times so that more parents can participate. Take a survey of parent's availability and topics of interest.

Action Step 1

Administration approved evening and early morning events that include parent training in helping their children with homework, a writing workshop. computer workshop and Common Core information.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Flyers and sign in sheets.

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Check the volunteer log in book. Look over the parent sign in sheets.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

volunteer log book. Parent Sign in sheets

Plan to Monitor Effectiveness of G7.B1.S1

Review volunteer sign in book and parent sign in sheets.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in sheets and volunteer log.

Coordination and Integration

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

Title III Funds will once again be used to provide supplemental instruction before and after school for ESOL students. Math and reading tutorial programs will be offered to second through fifth grade.
We are not eligible or do not have students who qualify for the other programs.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The percentage of students scoring at a Level 3 or above on the 2014 Reading FCAT 2.0 will increase or remain at 86%.

G1.B1 Performance data shows that 26% of the students scored at Level 3 on the 2013 FCAT 2.0. Our goal is for 27% or more of the students to score Level 3 on the 2014 FCAT 2.0. Indicators show that there is a deficiency in Reporting Category 2 , Reading Application. Students experience difficulties reading and comprehending literature and informational text at the high end of the text complexity band independently and proficiently.

G1.B1.S1 Opportunities will be provided for students to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

PD Opportunity 1

Students will use complex text provided by their teachers to practice the skill of using evidence from the text to support answers. Strategies that will be used to support the learning of this skill will be main idea tables, Venn Diagrams, opinion support tables and one sentence summaries.

Facilitator

Reading Coach and Trained teachers

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Mini assessments, Reading Plus Reports, McGraw Hill Reading Series Quizzes/Tests and District Interim Assessment Summative: 2014 FCAT 2.0

G1.B3 Performance data shows that 75% of the students made learning gains in reading on the 2013 FCAT 2.0. Our goal is for 78% or more to make learning gains on the 2014 FCAT 2.0. Indicators show that there is a deficiency in Reporting Category 2 , Reading Application. Students experience difficulties reading and comprehending literature and informational text at the high end of the text complexity band independently and proficiently.

G1.B3.S1 Opportunities will be provided for using and identifying details from the passage to determine main idea, plot, and purpose. Multiple opportunities to practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose will be provided.

PD Opportunity 1

During instruction teachers will use the following strategies: • graphic organizers (e.g., note taking, mapping); • summarization activities; • questioning the author; • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); • avoiding the interference of prior knowledge when answering a question;

Facilitator

Trained Reading Teachers

Participants

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly Reading Plus Reports, District Interim Assessment Summative Assessment: 2014 FCAT 2.0

G3. Results of the 2013 FCAT indicate that 86% of the students achieved proficiency in mathematics. The goal for the 2013-2014 school year will be to increase the percentage of students achieving and maintaining proficiency to 88%.

G3.B1 The White subgroup did not make their 2012-2013 AMO. These students have a limited understanding of multiple step word problems.

G3.B1.S1 Students will be provided with multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems through discussion and keeping math journals.

PD Opportunity 1

Provide opportunities for students to: • apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division • extend numeric or graphic patterns beyond the next element or find one or more missing elements in a numeric or graphic pattern • analyze and interpret data on a bar graph, pictograph, frequency table, or line plot to solve problems

Facilitator

Math Department Head

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students work folders. Teachers lesson plans. Observations by the leadership team. Formative: District Interim Assessment, Classroom Assessments Summative: 2014 FCAT 2.0

G4. Increase the number of students participating in Project Based Learning in STEM from 50% to 75%. or more on Science Fair Projects.

G4.B1 We have limited number of evidence of completed student projects in STEM , i.e., The Miami Dade STEM EXPO (Science Fair and SECME).

G4.B1.S1 Students will be engaged in the problem solving process through the participation in Project Based Learning.

PD Opportunity 1

Establish a plan and timeline for the development of student projects and increase the participation in Science competitions. Provide hands-on elementary inquiry based learning experiences.

Facilitator

Frank Morris

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: District Interim Assessment data Summative Assessment: 2014 FCAT Science 2.0

G5. To improve the percentage of students scoring at a 3 or higher on the FCAT 2 from by increasing the number of questions they answer correctly on the Physical Science portion.

G5.B1 As noted on the 2013 Science FCAT 2.0 students in grade 5 had the most difficulties with Physical Science.

G5.B1.S1 Students will participate in more hands on science activities that will allow them more understanding of the basic forms of energy, to identify familiar forces, trace the conversion of electric energy into other forms of energy and to distinguish relationships among mass, force and motion.

PD Opportunity 1

Teachers will promote the use of instructional technology (GIZMO) to enhance and remediate student conceptual understanding of Physical Science. Students will be provided with more opportunities to discuss and write about their findings in their Science Journals. Students will be instructed to provide evidence to their findings during scientific exploration. The FCIM data from the Interim Assessment will be used to monitor and adjust instruction.

Facilitator

Science Department Chair

Participants

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

The students science journals Lesson plans Student work

G5.B2 On the 2013 FCAT 2.0 Science 19 percent of students scored at Level 4. Performance data for students scoring at Level 4 indicates that there is a deficiency with Physical Science. Students performing at mastery level of this reporting category will generally be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy and distinguish relationships among mass, force and motion.

G5.B2.S1 Students need to be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy and distinguish relationships among mass, force and motion.

PD Opportunity 1

Teachers will promote use of instructional technology (Gizmo) to enhance and re-mediate student conceptual understanding of topics being addressed. By increasing 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.

Facilitator

Frank Morris

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Data from Biweekly benchmark assessments will be analyzed to monitor effectiveness and student progress. District Interims Summative Assessments: 2014 FCAT 2.0

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The percentage of students scoring at a Level 3 or above on the 2014 Reading FCAT 2.0 will increase or remain at 86%.	$2,500
G3.	Results of the 2013 FCAT indicate that 86% of the students achieved proficiency in mathematics. The goal for the 2013-2014 school year will be to increase the percentage of students achieving and maintaining proficiency to 88%.	$2,500
G6.	Improve student attendance and decrease the number of behavioral referrals.	$800
	Total	$5,800

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Other	Total
Title III Grant	$2,500	$0	$2,500
Title III	$2,500	$0	$2,500
PTA, EESAC	$0	$800	$800
Total	$5,000	$800	$5,800

Budget Details

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

G1. The percentage of students scoring at a Level 3 or above on the 2014 Reading FCAT 2.0 will increase or remain at 86%.

G1.B1 Performance data shows that 26% of the students scored at Level 3 on the 2013 FCAT 2.0. Our goal is for 27% or more of the students to score Level 3 on the 2014 FCAT 2.0. Indicators show that there is a deficiency in Reporting Category 2 , Reading Application. Students experience difficulties reading and comprehending literature and informational text at the high end of the text complexity band independently and proficiently.

G1.B1.S1 Opportunities will be provided for students to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Action Step 1

Students will use complex text provided by their teachers to practice the skill of using evidence from the text to support answers. Strategies that will be used to support the learning of this skill will be main idea tables, Venn Diagrams, opinion support tables and one sentence summaries.

Resource Type

Evidence-Based Program

Resource

After School Tutoring

Funding Source

Title III Grant

Amount Needed

$2,500

G3. Results of the 2013 FCAT indicate that 86% of the students achieved proficiency in mathematics. The goal for the 2013-2014 school year will be to increase the percentage of students achieving and maintaining proficiency to 88%.

G3.B4 According to the results of the 2013 FCAT 2.0, 78% of the students made learning gains. The 22% that did not experienced difficulties in Reporting Category Numbers: Fractions.

G3.B4.S1 Students will be provided additional foundational support for understanding fraction concepts.

Action Step 1

During differentiated instruction students will be provided hands-on activities designed to help discover the concepts of fractions.

Resource Type

Evidence-Based Program

Resource

Before and after school tutoring

Funding Source

Title III

Amount Needed

$2,500

G6. Improve student attendance and decrease the number of behavioral referrals.

G6.B3 The percent of students with excused absences has increased.

G6.B3.S1 Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI/RtI team.

Action Step 1

The MTSS/RtI team will monitor students who received two or more attendance referrals providing students with counseling and encouraging parental involvement in this process.A reward system will be established to recognize students for perfect attendance.

Resource Type

Other

Resource

Awards and t-shirts awarded to students for 100% attendance

Funding Source

PTA, EESAC

Amount Needed

$800