



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Southside Elementary School

45 SW 13TH ST

Miami, FL 33130

305-371-3311

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

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 64%
Alternative/ESE Center No	Charter School No	Minority Rate 88%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Southside Elementary School

Principal

Salvatore Schiavone

School Advisory Council chair

Karen Chisholm

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

Name	Title
Karen Chisholm	Lead Teacher
Emily Sones	UTD Steward
Iciar Maiz	Reading Chairperson
Claudia Camara	Mathematics Chairperson
Richard Calero	Science Chairperson
Elizabeth Mason	ESOL Chairperson
Lydia Sabatier	Teacher
Donna Hamilton	Teacher
Yusimi Hurtado	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

The membership of the SAC consists of 1 School Administrator and 1 Alternate School Administrator, 1 United Teachers of Dade Building Steward, 5 teachers and 1 Alternate Teacher, 1 Educational Support Employee and 1 Alternate Educational Support Employee, 7 parents and 1 Alternate Parent, 1 Student and 1 Alternate Student, 1 Business/Community Representative.

Involvement of the SAC in the development of the SIP

The SAC convenes to nominate members to serve on the SIP Writing and Review Committee. These members draft the current School Improvement Plan using suggestions for completion based on input from stakeholders as well as current assessment data.

Activities of the SAC for the upcoming school year

The SAC will convene at least four times a year, once after each District testing assessment period, to review data results in order to modify SIP strategies as necessary and to ensure that goals and objectives are implemented with fidelity. Throughout the year, the SAC convenes if situations occur that require SAC decision making and/or approval.

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

A request to allocate \$2,999 for student incentives will be discussed at the first SAC meeting. The remaining funds, in the amount of \$956 will be used to for materials to support the goal sand objectives of the SIP.

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Salvatore Schiavone

Principal

Years as Administrator: 12

Years at Current School: 12

Credentials

Elementary Education, Reading, Gifted, MG English, School Principal, Ed Leadership

Performance Record

2013 - School Grade, A
 Rgd. Proficiency, 59%
 Math Proficiency, 65%
 Rgd. Lrg. Gains, 74%
 Math Lrg. Gains, points 63%
 Rgd. Imp. of Lowest 25% - 82%
 Math Imp. of Lowest 25% - 67%
 Rgd. AMO - 59%
 Math AMO - 65%

2012 - School Grade, A
 Rgd. Proficiency, 58%
 Math Proficiency, 61%
 Rgd. Lrg. Gains, 76%
 Math Lrg. Gains, 63%
 Rgd. Imp. of Lowest 25% - 73%
 Math Imp. of Lowest 25% - 54%
 Rgd. AMO - 58%
 Math AMO - 61%

'11 '10 '09
 School Grade
 A A A
 AYP Y N Y
 High Standards Rgd. - 81 88
 High Standards Math - 81 85
 Lrng Gains-Rgd. - 61 71
 Lrng Gains-Math - 58 73

Yusimi Hurtado

Asst Principal

Years as Administrator: 0

Years at Current School: 0

Credentials

Elementary Education, Ed Leadership

Performance Record

2013 - School Grade, A
 Rgd. Proficiency, 59%
 Math Proficiency, 65%
 Rgd. Lrg. Gains, 74%
 Math Lrg. Gains, points 63%
 Rgd. Imp. of Lowest 25% - 82%
 Math Imp. of Lowest 25% - 67%
 Rgd. AMO - 59%
 Math AMO - 65%
 2012 - School Grade, A
 Rgd. Proficiency, 68%
 Math Proficiency, 73%
 Rgd. Lrg. Gains, 77%
 Math Lrg. Gains, 72%
 Rgd. Imp. of Lowest 25% - 70%
 Math Imp. of Lowest 25% - 56%
 Rgd. AMO - 68%
 Math AMO - 73%
 '11 '10 '09
 School Grade
 A A A
 AYP Y N N
 High Standards Rgd. - 81 86 82
 High Standards Math - 86 84 81
 Lrng Gains-Rgd. - 68 77 72
 Lrng Gains-Math - 72 63 62
 Rgd. Imp. of Lowest 25% - 56 70 61
 Math Imp. of Lowest 25% - 79 53 61

Reinaldo Benitez

Asst Principal

Years as Administrator: 0

Years at Current School: 0

Credentials

Biology, MG General Science, Middle Grades, Ed Leadership

Performance Record

Responsibilities and duties of DR. Reinaldo J. Benitez, District Director, Office of Professional Standards

Direct the disposition of disciplinary issues, investigative reports, performance assessment procedures, and employment standards for all the South Region Center (100 Schools); Maintenance Materials Management; and Facilities Operations-Maintenance, based upon knowledge of applicable statutes, State Board of Education Rules, School Board Rules, and labor contract provisions. Provide direction, ongoing support and technical assistance to District, Regions, worksite administrators and Principals relative to the disposition of disciplinary issues, and related operational, organizational and managerial issues.

Schedule and conduct District level conferences-for-the-record to issue directives and determine post conference dispositions, i.e., suspension, demotion, dismissal, or to clear personnel to return to duty or other employment actions such as leaves, resignation or retirement. Prepare legal reviews and opinions for legal sufficiency. Assist in the preparation of School Board agenda items recommending District disciplinary action pursuant to appropriate administrative recommendation and review by the School Board Attorney's Office. Conduct meetings prior to School Board action with employees to be disciplined. Submit to the Florida Department Of Education documentation regarding arrests and/or improper conduct of employees holding a certificate for possible licensure action. Prepare School Board Items in reference to employee discipline.

Track and monitor, on a monthly basis, timelines for the General Investigative Unit (GIU), the Civilian Investigative Unit (CIU), and the Office of Professional Standards (OPS), to ensure compliance with the Revised Personnel Investigative Model (PIM). Analyze, on a monthly basis, the performance of GIU, CIU, and OPS to identify best practices and ensure timeline compliance. Utilize and maintain the three databases: OPS, PIM, and FileMaker Pro, to meet contractual, procedural, and statutory timelines. Readily access information on pending OPS cases to provide site administrators and directors with a status report. Meet with District and Region administrators, site directors, and Principals as needed to bring resolution to pending cases and issues of concern within the appropriate timelines.

Assist Principals with the implementation of the revised Instructional Performance Evaluation and Growth System (IPEGS). Provide assistance to Region personnel, and school site Principals, regarding the technical aspects of IPEGS. Review Improvement Plans submitted by Region III - Instructional; and Region IV - Instructional, to the Office of Professional Standards. Provide IPEGS Training for Principals as it relates to the usage of

this instrument. Provide training for Principals on OPS and other professional development activities. Direct and monitor the implementation of the 97-day probationary period and the 90-calendar day performance probation, in compliance with State Statute.

Process all current employees who were re-fingerprinted by analyzing the FDLE report, reviewing arrests records and official court documents as well as other pertinent information in order to determine possible discipline based on School Board Rule, Employment Standards and Fingerprinting of all Employees, and Florida State Statute 1012.32, Qualifications of Personnel.

Classroom Teachers

of classroom teachers

59

receiving effective rating or higher

0%

Highly Qualified Teachers

68%

certified in-field

55, 93%

ESOL endorsed

39, 66%

reading endorsed

4, 7%

with advanced degrees

17, 29%

National Board Certified

2, 3%

first-year teachers

3, 5%

with 1-5 years of experience

14, 24%

with 6-14 years of experience

25, 42%

with 15 or more years of experience

17, 29%

Education Paraprofessionals

of paraprofessionals

6

Highly Qualified

6, 100%

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

The school principal interviews potential candidates to fill open positions. Candidates selected for a position are assigned a mentor. The mentor ensures that the teacher, new to the school, is provided with suggestions and strategies to find success at the workplace.

Faculty and staff participate in a variety of District mandated and self-selected Professional Development opportunities in order to understand and implement current best practices aligned to classroom based instruction.

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

Mentored are assigned to beginning teachers and teachers new to the school. For beginning teachers, the assigned mentor is an instructional personnel who is a National Board Certified and/or has received specialized training and is a Clinical Education Certified instructor. Mentors collaborates with teachers to assist with gaining an understanding of implemented curriculum and other pedagogical matters.

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 will use the Tier 1 Problem Solving process to set Tier 1 goals, and monitor 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. Responding when grades, subject areas, classes, or individual students have not shown a positive response.
4. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
5. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

6. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gathering ongoing progress monitoring (OPM) data for all interventions and analyzing 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 quarterly.

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 for SST Tier 3 intervention.

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

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)

• Mr. Salvatore Schiavone, Principal and Ms. Yusimi Hurtado, Assistant Principal will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of actions steps, and allocate resources. In addition, to the school administrators, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:

- Instructional Coach(es)
 - o Reading: Ms. Iciar Maiz
 - o Math: Ms. Claudia Camara
 - o Science: Mr. Richard Calero
- Exceptional Student Education (ESE) Teacher(s)
 - o Ms. Nefer del Valle
 - o Mr. Eustaches Cella
- English Language Learner (ELL) Teacher
 - o Ms. Elizabeth Mason
- School Counselor
 - o Ms. Iraida Espinosa:
- School Psychologist
 - o Dr. Israel Sarasti
- School Social Worker
 - o Kimberlee Williams-Giddens

Tier 2

- Selected members (Assistant Principal, School Counselor, Exceptional Education Teachers, ELL Teacher and School Psychologist) 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 (Assistant Principal, School Counselor, Exceptional Education Teachers, ELL Teacher, School Psychologist and Social Worker) 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 aims and supports for 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 four 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)
- STAR reading assessment
- Oral Reading Fluency Measures
- Voyager Phonemic Awareness and Phonics measures
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- 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

Southside Museums Magnet School will participate in the MTSS district professional development which consists of:

1. Administrators attending district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members attending district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff participating in the Florida Rtl online training and providing a network of ongoing support for Rtl. 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: Before or After School Program

Minutes added to school year: 21,600

Targeted students receive intervention in Reading, Writing and/or Mathematics

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?

Students may join varied school supported clubs and activities as well as participate in District competitions.

Who is responsible for monitoring implementation of this strategy?

1. Literacy Leadership Teams
2. Monthly Professional Learning Communities
3. Self-Selective Professional Development

Literacy Leadership Team (LLT)

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

Name	Title
Yusimi Hurtado	Asisstant Principal
Karen Chisholm	Lead Teacher
Emily Sones	UTD Steward
Iciar Maiz	Reading Chairperson
Claudia Camara	Mathematics Chairperson
Richard Calero	Science Chairperson
Elizabeth Mason	ESOL Chairperson
Lydia Sabatier	Teacher
Donna Hamilton	Teacher

How the school-based LLT functions

The team identifies the school's current strengths and challenges using a framework focusing on elements of effective schools. Based on the results, the team will then create ongoing plans for continued school improvement. The team will meet a total of six times throughout the school year.

Major initiatives of the LLT

- Integration and implementation of Common Core Standards
- Participation and involvement in Learning Communities

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

Prior to school opening, incoming kindergarten students and their parents participate in an orientation meeting to gain an understanding of the kindergarten curriculum as well as District and school policies. Throughout the year, parents are encouraged to have frequent communication with teachers to collaborate in a school to home connection.

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	68%	59%	No	71%
American Indian		0%		
Asian		0%		
Black/African American	73%	52%	Yes	75%
Hispanic	63%	58%	No	66%
White	83%	75%	Yes	84%
English language learners	54%	48%	No	59%
Students with disabilities	28%	20%	No	35%
Economically disadvantaged	63%	57%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	98	28%	31%
Students scoring at or above Achievement Level 4	109	31%	32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		74%	77%
Students in lowest 25% making learning gains (FCAT 2.0)		82%	84%

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)	204	54%	59%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	123	33%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	109	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	80	58%	62%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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	71%	65%	Yes	74%
American Indian		0%		
Asian		0%		
Black/African American	79%	58%	No	81%
Hispanic	66%	65%	Yes	69%
White	85%	71%	No	87%
English language learners	61%	56%	No	65%
Students with disabilities	28%	28%	Yes	35%
Economically disadvantaged	64%	61%	Yes	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	128	36%	39%
Students scoring at or above Achievement Level 4	98	28%	29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		63%	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		67%	70%

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	32	30%	33%
Students scoring at or above Achievement Level 4	29	27%	28%

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)	6		7
Participation in STEM-related experiences provided for students	119	100%	100%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	53	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	34	4%	3%
Students who are not proficient in reading by third grade	47	43%	39%
Students who receive two or more behavior referrals	28	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	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

Parental involvement targets include to increase the percentage of parents participating in school-wide events and to increase the number of certified volunteers and improve the presence of volunteers school-wide.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase number of certified volunteers	275	34%	35%

Goals Summary

- G1.** The results of the 2013 FCAT Reading Test indicate that 59% of students achieved Level 3 or higher. Our goal for 2014 is 71%.
- G2.** The results of the 2013 FCAT Writing Test indicate that 58% of students achieved level 3.5 or higher. Our goal for 2014 is 62%.
- G3.** The results of the 2013 FCAT Mathematics Test indicate that 65% of students achieved Level 3 or higher. Our goal for 2014 is 74%.
- G4.** The results of the 2013 FCAT Science Test indicate that 57% of students achieved Level 3 or higher. Our goal for 2014 is 61%.
- G5.** Provide a rigorous academic environment for students in grades 3-5. 100% of students in grades 3-5 will participate in the Science Fair, 50% of 4th graders in the Fairchild Challenge and 50% of 5th graders in the Dream Green Program.
- G6.** In monitoring the Early Warning Systems, we'll decrease the number of students who missed 10% or more of instruction time, the number of students who are not proficient in reading by grade 3 and the number of students with two or more behavior referrals.
- G7.** Our goal for the 2013-2014 school year is to increase the number of certified volunteers from 34% to 35%.

Goals Detail

G1. The results of the 2013 FCAT Reading Test indicate that 59% of students achieved Level 3 or higher. Our goal for 2014 is 71%.

Targets Supported

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

Resources Available to Support the Goal

- Learning communities, schedules, leadership teams, instruction, teachers

Targeted Barriers to Achieving the Goal

- Our AMO subgroups scored at 58% Hispanic, 48% ELL, 20% SWD, and 57% ED. The target for 2014 FCAT is 66% Hispanic, 59% ELL, 35% SWD, and 66% ED. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2 - Reading Application: Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, and Chronological Order.
- Level 3 students scored 28% and their target is 31% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2 - Reading Application: Author's Purpose in text and how Author's Perspective influences text.
- Level 4 and 5 students scored 31% and their target is 32% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 4 - Informational Text/ Research Process: Read and organize informational text and text features to perform a task.
- Students making Learning Gains scored 74% and their target is 77% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 4 - Informational Text/ Research Process: Read and organize informational text and text features to perform a task.
- Students making Learning Gains in the Lowest 25% scored 82% and their target is 84% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2 - Reading Application: Author's Purpose in text and how Author's Perspective influences text.
- CELLA Listening and Speaking students scored 54% and their target is 59% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 1 - Vocabulary: The student will analyze the author's purpose and/or perspective in a variety of texts and understand how they affect meaning.
- CELLA Reading students scored 33% and their target is 40% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2 - Reading Application: The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.
- CELLA Writing students scored 29% and their target is 36% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Publishing: The student will write a final product for the intended audience.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from interim and 20013 FCAT 2.0

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District Interim Assessments Summative Assessments: Results for the 2014 FCAT 2.0

G2. The results of the 2013 FCAT Writing Test indicate that 58% of students achieved level 3.5 or higher. Our goal for 2014 is 62%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Learning communities, schedules, leadership teams, instruction, teachers

Targeted Barriers to Achieving the Goal

- Students scoring 3.5 or higher was 58% and their target is 62% for the 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency with writing traits applications in narrative essay writing.
- Students scoring 3.5 or higher was 58% and their target is 62% for the 2014 FCAT. Performance data from the 2013 Midyear Interim indicates that there is a deficiency with developing and demonstrating technical writing that provides information related to real-world tasks.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from interim and 20013 FCAT 2.0

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Monthly writing prompts, District Interim Assessment Summative Assessment: 2014 FCAT 2.0

G3. The results of the 2013 FCAT Mathematics Test indicate that 65% of students achieved Level 3 or higher. Our goal for 2014 is 74%.

Targets Supported

Resources Available to Support the Goal

- Learning communities, schedules, leadership teams, math series, teachers

Targeted Barriers to Achieving the Goal

- Our AMO subgroups scored at 58% Black, 71% White, and 56% ELL. The target for 2014 FCAT is 81% Black, 87% White, and 65% ELL. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category- Geometry and Measurement.
- Level 3 students scored 36% and their target is 39% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category-Number: Base Tens and Fractions.
- Level 4 and 5 students scored 28% and their target is 29% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category-Geometry and Measurement.
- Students making Learning Gains scored 63% and their target is 67% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category-Number: Base Tens and Fractions.
- Students making Learning Gains in the Lowest 25% scored 67% and their target is 70% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category-Number: Base Tens and Fractions.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from interim and FCAT 2.0

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District Interim Assessments Summative Assessments: Results for the 2014 FCAT 2.0

G4. The results of the 2013 FCAT Science Test indicate that 57% of students achieved Level 3 or higher. Our goal for 2014 is 61%.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Learning communities, schedules, leadership teams, instruction, teachers

Targeted Barriers to Achieving the Goal

- Level 3 students scored 30% and their target is 33% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category-Nature of Science.
- Level 4 and 5 students scored 27% and their target is 28% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category-Earth and Space Science.

Plan to Monitor Progress Toward the Goal

Review and examine data from interim and FCAT 2.0

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

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

G5. Provide a rigorous academic environment for students in grades 3-5. 100% of students in grades 3-5 will participate in the Science Fair, 50% of 4th graders in the Fairchild Challenge and 50% of 5th graders in the Dream Green Program.

Targets Supported

- STEM - All Levels

Resources Available to Support the Goal

- Learning communities, teachers, schedules, instruction

Targeted Barriers to Achieving the Goal

- According to records, limited evidence indicates the completion of student projects and/or participation in STEM via The Miami Dade STEM EXPO (Science Fair and SECME), Dream in Green competition, Fairchild Challenge, and other Science/Mathematics competitions.

Plan to Monitor Progress Toward the Goal

Review and examine data from interim and FCAT 2.0

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District Interim Assessments Summative Assessments: Results for the 2014 FCAT 2.0

G6. In monitoring the Early Warning Systems, we'll decrease the number of students who missed 10% or more of instruction time, the number of students who are not proficient in reading by grade 3 and the number of students with two or more behavior referrals.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- Attendance Review Committee, teachers, leadership teams

Targeted Barriers to Achieving the Goal

- Increase student attendance by decreasing the number of students who missed 10% or more of the available instruction time from 6% to 5%.
- Decrease the number of students who are not proficient in reading by grade 3 from 43% to 39%.
- Decrease number of students with two on more behavior referrals from 3% to 2%.

Plan to Monitor Progress Toward the Goal

Review ISIS Attendance Screen, after school attendance sheets, ISIS SCAM referral report

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Review ISIS Attendance Screen, after school attendance sheets, ISIS SCAM referral report

G7. Our goal for the 2013-2014 school year is to increase the number of certified volunteers from 34% to 35%.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- School Volunteer Liaison, Sign-In Log, Dates of Projected Field Trips and School Events.

Targeted Barriers to Achieving the Goal

- Parents who would like to volunteer are not available during regular school hours.

Plan to Monitor Progress Toward the Goal

Compile data and continue recruitment

Person or Persons Responsible

Administrator

Target Dates or Schedule:

Bi-Monthly

Evidence of Completion:

Volunteer Sign-in Logs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 FCAT Reading Test indicate that 59% of students achieved Level 3 or higher. Our goal for 2014 is 71%.

G1.B1 Our AMO subgroups scored at 58% Hispanic, 48% ELL, 20% SWD, and 57% ED. The target for 2014 FCAT is 66% Hispanic, 59% ELL, 35% SWD, and 66% ED. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2 - Reading Application: Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, and Chronological Order.

G1.B1.S1 Provide students with opportunities to read and comprehend literature and informational text at the high end of the text complexity band independently and proficiently.

Action Step 1

Students will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

Facilitator:

Reading Chairperson

Participants:

Reading Teachers

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

Team visits classrooms

Person or Persons Responsible

LLT, MTSS/RTI

Target Dates or Schedule

Biweekly, monthly

Evidence of Completion

Student work and classroom observation

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

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker, FAIR, Accelerated Reader, Reading Plus, STAR, and/or District Interim Assessment reports.

G1.B2 Level 3 students scored 28% and their target is 31% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2 - Reading Application: Author's Purpose in text and how Author's Perspective influences text.

G1.B2.S1 Provide students with opportunities to explore different genre of Authors Purpose and text.

Action Step 1

Students will analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

Facilitator:

Reading Chairperson

Participants:

Reading Teachers

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

Team visits classrooms

Person or Persons Responsible

LLT, MTSS/RTI

Target Dates or Schedule

Biweekly, monthly

Evidence of Completion

Student work and classroom observation

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

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker, Accelerated Reader, Reading Plus, STAR, and/or District Interim Assessment reports.

G1.B3 Level 4 and 5 students scored 31% and their target is 32% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 4 - Informational Text/ Research Process: Read and organize informational text and text features to perform a task.

G1.B3.S1 Provide students with opportunities to identify the relationships between two or more ideas or among other textual elements found within or across texts.

Action Step 1

Students will use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

Action Step 2

Students will use text features to locate, interpret, and organize information found in real-world documents such as, how-to articles, brochures, fliers, and websites.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

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

Team visits classrooms

Person or Persons Responsible

LLT, MTSS/RTI

Target Dates or Schedule

Biweekly, monthly

Evidence of Completion

Student work and classroom observation

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

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker, Accelerated Reader, Reading Plus, STAR, and/or District Interim Assessment reports.

G1.B4 Students making Learning Gains scored 74% and their target is 77% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 4 - Informational Text/ Research Process: Read and organize informational text and text features to perform a task.

G1.B4.S1 Provide students with opportunities to make connections between the text of a story, drama or information presented and identify where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears.

Action Step 1

Students will use text features to locate, interpret, and organize information found in real-world documents such as, how-to articles, brochures, fliers, and websites.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

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

Team visits classrooms

Person or Persons Responsible

LLT, MTSS/RTI

Target Dates or Schedule

Biweekly, monthly

Evidence of Completion

Student work and classroom observation

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

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker, Accelerated Reader, Reading Plus, STAR, and/or District Interim Assessment reports

G1.B5 Students making Learning Gains in the Lowest 25% scored 82% and their target is 84% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2 - Reading Application: Author's Purpose in text and how Author's Perspective influences text.

G1.B5.S1 Provide students with opportunities to explore different genre of Authors Purpose and text.

Action Step 1

Students will analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

Facilitator:

Reading Chairperson

Participants:

Reading Teachers

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

Team visits classrooms

Person or Persons Responsible

LLT, MTSS/RTI

Target Dates or Schedule

Biweekly, monthly

Evidence of Completion

Student work and classroom observation

Plan to Monitor Effectiveness of G1.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

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker, Accelerated Reader, Reading Plus, STAR, and/or District Interim Assessment reports.

G1.B6 CELLA Listening and Speaking students scored 54% and their target is 59% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 1 - Vocabulary: The student will analyze the author's purpose and/or perspective in a variety of texts and understand how they affect meaning.

G1.B6.S1 Provide ELL students with opportunities to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Action Step 1

ELL students will determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

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

Team visits classrooms

Person or Persons Responsible

LLT, MTSS/RTI

Target Dates or Schedule

Biweekly, monthly

Evidence of Completion

Student work and classroom observation

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

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker, Accelerated Reader, Reading Plus, STAR, and/or District Interim Assessment reports.

G1.B7 CELLA Reading students scored 33% and their target is 40% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2 - Reading Application: The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.

G1.B7.S1 Provide ELL students with opportunities to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Action Step 1

ELL students will determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

Facilitator:

Division of Bilingual Education and World Languages

Participants:

ELL Reading Teachers

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

Team visits classrooms

Person or Persons Responsible

LLT, MTSS/RTI

Target Dates or Schedule

Biweekly, monthly

Evidence of Completion

Student work and classroom observation

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

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker, Accelerated Reader, Reading Plus, STAR, and/or District Interim Assessment reports.

G1.B8 CELLA Writing students scored 29% and their target is 36% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Publishing: The student will write a final product for the intended audience.

G1.B8.S1 Provide ELL students with opportunities to use a prewriting plan to develop the main idea with supporting details that describe or provide facts and/or opinions.

Action Step 1

ELL students will use a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

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

Team visits classrooms

Person or Persons Responsible

LLT, MTSS/RTI

Target Dates or Schedule

Biweekly, monthly

Evidence of Completion

Student work and classroom observation

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

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker, Accelerated Reader, Reading Plus, STAR, and/or District Interim Assessment reports.

G2. The results of the 2013 FCAT Writing Test indicate that 58% of students achieved level 3.5 or higher. Our goal for 2014 is 62%.

G2.B1 Students scoring 3.5 or higher was 58% and their target is 62% for the 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency with writing traits applications in narrative essay writing.

G2.B1.S1 Provide students with opportunities to develop a prewriting plan that includes: descriptive details, conventions and mechanics, word choice, and the use of figurative and descriptive language that are appropriate to produce fluency in writing.

Action Step 1

Students will write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' writing samples

Facilitator:

Reading Chairperson

Participants:

Reading Teachers

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

Team visits classrooms

Person or Persons Responsible

LLT, MTSS

Target Dates or Schedule

Monthly

Evidence of Completion

Writing samples

Plan to Monitor Effectiveness of G2.B1.S1

Monthly narrative writing scores will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Writing samples

G2.B2 Students scoring 3.5 or higher was 58% and their target is 62% for the 2014 FCAT. Performance data from the 2013 Midyear Interim indicates that there is a deficiency with developing and demonstrating technical writing that provides information related to real-world tasks.

G2.B2.S1 Provide students with opportunities to write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments)

Action Step 1

Students will 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.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' writing samples

Facilitator:

Reading Chairperson

Participants:

Reading Teachers

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

Team visits classrooms

Person or Persons Responsible

LLT, MTSS

Target Dates or Schedule

Monthly

Evidence of Completion

Writing samples

Plan to Monitor Effectiveness of G2.B2.S1

Monthly narrative writing scores will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Writing samples

G3. The results of the 2013 FCAT Mathematics Test indicate that 65% of students achieved Level 3 or higher. Our goal for 2014 is 74%.

G3.B1 Our AMO subgroups scored at 58% Black, 71% White, and 56% ELL. The target for 2014 FCAT is 81% Black, 87% White, and 65% ELL. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category- Geometry and Measurement.

G3.B1.S1 Provide students with grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area ; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures.

Action Step 1

Students will solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

Facilitator:

Mathematics Chairperson

Participants:

Mathematics Teachers

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

Team visits classrooms

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Biweekly, monthly

Evidence of Completion

Student work and classroom observation

Plan to Monitor Effectiveness of G3.B1.S1

Bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker, Moby Max, FCAT Explorer, Think Central, and/or District Interim Assessment reports.

G3.B2 Level 3 students scored 36% and their target is 39% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category-Number: Base Tens and Fractions.

G3.B2.S1 Provide opportunities for students to develop an understanding of decimals, including the connection between fractions and decimals; and to generate equivalent fractions and simplify fractions.

Action Step 1

Students will compare and order fractions, mixed numbers, and decimals in the same or different forms.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

Facilitator:

Mathematics Chairperson

Participants:

Mathematics Teachers

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

Team visits classrooms

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Biweekly, monthly

Evidence of Completion

Student work and classroom observation

Plan to Monitor Effectiveness of G3.B2.S1

Bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker, Moby Max, FCAT Explorer, Think Central, and/or District Interim Assessment reports.

G3.B3 Level 4 and 5 students scored 28% and their target is 29% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category-Geometry and Measurement.

G3.B3.S1 Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Action Step 1

Students will solve real-world problems involving perimeter, which may include using an appropriate tool to measure the dimensions of the object.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

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

Team visits classrooms

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Biweekly, monthly

Evidence of Completion

Student work and classroom observation

Plan to Monitor Effectiveness of G3.B3.S1

Bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker, Moby Max, Think Central, and/or District Interim Assessment reports.

G3.B4 Students making Learning Gains scored 63% and their target is 67% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category-Number: Base Tens and Fractions.

G3.B4.S1 Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.

Action Step 1

Students will identify models or representations of multi-digit division.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

Action Step 2

Students will identify models or representations of multi-digit division.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

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

Team visits classrooms

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Biweekly, monthly

Evidence of Completion

Student work and classroom observation

Plan to Monitor Effectiveness of G3.B4.S1

Bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker, Moby Max, Think Central, and/or District Interim Assessment reports.

G3.B5 Students making Learning Gains in the Lowest 25% scored 67% and their target is 70% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category-Number: Base Tens and Fractions.

G3.B5.S1 Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.

Action Step 1

Students will add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

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

Team visits classrooms

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Biweekly, monthly

Evidence of Completion

Student work and classroom observation

Plan to Monitor Effectiveness of G3.B5.S1

Bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker, Moby Max, Think Central, and/or District Interim Assessment reports.

G4. The results of the 2013 FCAT Science Test indicate that 57% of students achieved Level 3 or higher. Our goal for 2014 is 61%.

G4.B1 Level 3 students scored 30% and their target is 33% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category-Nature of Science.

G4.B1.S1 Provide students with opportunities to formulate a testable question and evaluate its importance in a scientific investigation.

Action Step 1

Students will be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

Facilitator:

Science Chairperson

Participants:

Science Teachers

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

Team visits classrooms

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Gizmos, FCAT Explorer, and/or District Interim Assessment reports.

G4.B2 Level 4 and 5 students scored 27% and their target is 28% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category-Earth and Space Science.

G4.B2.S1 Provide students with opportunities to differentiate among objects in the Solar System including their characteristics and their relative positions to Earth.

Action Step 1

Students will be able to distinguish among objects in the Solar System, identify categories of rocks and characteristics of minerals, differentiate physical weathering and erosion, identify characteristics associated with different climate zones, and identify factors that affect weather.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests and Interim Assessments

Action Step 2

Students will be able to distinguish among objects in the Solar System, identify categories of rocks and characteristics of minerals, differentiate physical weathering and erosion, identify characteristics associated with different climate zones, and identify factors that affect weather.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests and Interim Assessments

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

Team visits classrooms

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G4.B2.S1

Bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Gizmos, FCAT Explorer, and/or District Interim Assessment reports.

G5. Provide a rigorous academic environment for students in grades 3-5. 100% of students in grades 3-5 will participate in the Science Fair, 50% of 4th graders in the Fairchild Challenge and 50% of 5th graders in the Dream Green Program.

G5.B1 According to records, limited evidence indicates the completion of student projects and/or participation in STEM via The Miami Dade STEM EXPO (Science Fair and SECME), Dream in Green competition, Fairchild Challenge, and other Science/Mathematics competitions.

G5.B1.S1 In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM.

Action Step 1

Engage in the problem solving process via participating in Project Based Learning in STEM and apply literacy skills, STEM principles, as well as leadership skills solving real-world problems during CTSO Career Development and Technical Skills events at district, state and national events .

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Participation in different projects

Facilitator:

Science Chairperson

Participants:

Science Teachers

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

Team visits classrooms

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G5.B1.S1

Review of Interim Assessment Data along with weekly assessment data in order to modify/ differentiate instruction as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Gizmos, FCAT Explorer, and/or District Interim Assessment reports.

G6. In monitoring the Early Warning Systems, we'll decrease the number of students who missed 10% or more of instruction time, the number of students who are not proficient in reading by grade 3 and the number of students with two or more behavior referrals.

G6.B1 Increase student attendance by decreasing the number of students who missed 10% or more of the available instruction time from 6% to 5%.

G6.B1.S1 Students who are deemed as developing a pattern for non-attendance will be referred to the Attendance Team and they will schedule a review meeting on a date and at a time convenient for parent/guardian.

Action Step 1

Schedule Attendance Review Meeting

Person or Persons Responsible

Administrator (Assistant Principal)

Target Dates or Schedule

Bi Weekly

Evidence of Completion

Parent Sign-In

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

Document review

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Parent Sign-In, ISIS Attendance Screen

Plan to Monitor Effectiveness of G6.B1.S1

Review ISIS Attendance Screen, after school attendance sheets, ISIS SCAM referral report

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Review Binder, after school attendance sheets, ISIS SCAM referral report

G6.B2 Decrease the number of students who are not proficient in reading by grade 3 from 43% to 39%.

G6.B2.S1 Interventions during the school day and after school tutorial programs will be established to address students areas of needs.

Action Step 1

After school tutoring and intervention during the school day are provided to address student's areas of weakness in reading.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Bi Weekly

Evidence of Completion

After school attendance record

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

Ongoing progress monitoring

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi Weekly

Evidence of Completion

Progress monitoring checklist

Plan to Monitor Effectiveness of G6.B2.S1

Progress monitoring assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Progress monitoring assessment checklist

G6.B3 Decrease number of students with two or more behavior referrals from 3% to 2%.

G6.B3.S1 The MTSS/Rtl Team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Action Step 1

A reward system will be established to recognize students for outstanding citizenship through “Do the Right Thing” project.

Person or Persons Responsible

Teachers, counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Nominations turned in

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

Review nominations and keep track of students who received two or more behavioral referrals.

Person or Persons Responsible

Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Nominations turned in and list of students who received two or more behavioral referrals.

Plan to Monitor Effectiveness of G6.B3.S1

Review the number of behavioral referrals

Person or Persons Responsible

Counselor, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

List with names of students who received two or more behavioral referrals.

G7. Our goal for the 2013-2014 school year is to increase the number of certified volunteers from 34% to 35%.

G7.B1 Parents who would like to volunteer are not available during regular school hours.

G7.B1.S1 Advance planning of field trips and other school-wide events

Action Step 1

Certify volunteers and provide list of available events

Person or Persons Responsible

School Volunteer Liaison

Target Dates or Schedule

Weekly

Evidence of Completion

Volunteer Sign-In Log

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

Meet with School Volunteer Liaison

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Review of events as compared to sign-in logs

Plan to Monitor Effectiveness of G7.B1.S1

Compare number of certified volunteers to actual participation

Person or Persons Responsible

Administrator

Target Dates or Schedule

Monthly

Evidence of Completion

Review field trip forms and calendar of implemented school-wide events

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 III funds will be used for the English Language Learner Tutoring Academy which will provide afterschool tutoring to ELL's needing remediation in Reading, Mathematics, Writing, and Science.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 FCAT Reading Test indicate that 59% of students achieved Level 3 or higher. Our goal for 2014 is 71%.

G1.B1 Our AMO subgroups scored at 58% Hispanic, 48% ELL, 20% SWD, and 57% ED. The target for 2014 FCAT is 66% Hispanic, 59% ELL, 35% SWD, and 66% ED. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2 - Reading Application: Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, and Chronological Order.

G1.B1.S1 Provide students with opportunities to read and comprehend literature and informational text at the high end of the text complexity band independently and proficiently.

PD Opportunity 1

Students will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

Facilitator

Reading Chairperson

Participants

Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

G1.B2 Level 3 students scored 28% and their target is 31% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2 - Reading Application: Author's Purpose in text and how Author's Perspective influences text.

G1.B2.S1 Provide students with opportunities to explore different genre of Authors Purpose and text.

PD Opportunity 1

Students will analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning.

Facilitator

Reading Chairperson

Participants

Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

G1.B5 Students making Learning Gains in the Lowest 25% scored 82% and their target is 84% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2 - Reading Application: Author's Purpose in text and how Author's Perspective influences text.

G1.B5.S1 Provide students with opportunities to explore different genre of Authors Purpose and text.

PD Opportunity 1

Students will analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning.

Facilitator

Reading Chairperson

Participants

Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

G1.B7 CELLA Reading students scored 33% and their target is 40% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2 - Reading Application: The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.

G1.B7.S1 Provide ELL students with opportunities to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PD Opportunity 1

ELL students will determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Facilitator

Division of Bilingual Education and World Languages

Participants

ELL Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

G2. The results of the 2013 FCAT Writing Test indicate that 58% of students achieved level 3.5 or higher. Our goal for 2014 is 62%.

G2.B1 Students scoring 3.5 or higher was 58% and their target is 62% for the 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency with writing traits applications in narrative essay writing.

G2.B1.S1 Provide students with opportunities to develop a prewriting plan that includes: descriptive details, conventions and mechanics, word choice, and the use of figurative and descriptive language that are appropriate to produce fluency in writing.

PD Opportunity 1

Students will write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events.

Facilitator

Reading Chairperson

Participants

Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' writing samples

G2.B2 Students scoring 3.5 or higher was 58% and their target is 62% for the 2014 FCAT. Performance data from the 2013 Midyear Interim indicates that there is a deficiency with developing and demonstrating technical writing that provides information related to real-world tasks.

G2.B2.S1 Provide students with opportunities to write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments)

PD Opportunity 1

Students will 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.

Facilitator

Reading Chairperson

Participants

Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' writing samples

G3. The results of the 2013 FCAT Mathematics Test indicate that 65% of students achieved Level 3 or higher. Our goal for 2014 is 74%.

G3.B1 Our AMO subgroups scored at 58% Black, 71% White, and 56% ELL. The target for 2014 FCAT is 81% Black, 87% White, and 65% ELL. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category- Geometry and Measurement.

G3.B1.S1 Provide students with grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area ; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures.

PD Opportunity 1

Students will solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane.

Facilitator

Mathematics Chairperson

Participants

Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

G3.B2 Level 3 students scored 36% and their target is 39% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category-Number: Base Tens and Fractions.

G3.B2.S1 Provide opportunities for students to develop an understanding of decimals, including the connection between fractions and decimals; and to generate equivalent fractions and simplify fractions.

PD Opportunity 1

Students will compare and order fractions, mixed numbers, and decimals in the same or different forms.

Facilitator

Mathematics Chairperson

Participants

Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

G4. The results of the 2013 FCAT Science Test indicate that 57% of students achieved Level 3 or higher. Our goal for 2014 is 61%.

G4.B1 Level 3 students scored 30% and their target is 33% for 2014 FCAT. Performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category-Nature of Science.

G4.B1.S1 Provide students with opportunities to formulate a testable question and evaluate its importance in a scientific investigation.

PD Opportunity 1

Students will be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

Facilitator

Science Chairperson

Participants

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

G5. Provide a rigorous academic environment for students in grades 3-5. 100% of students in grades 3-5 will participate in the Science Fair, 50% of 4th graders in the Fairchild Challenge and 50% of 5th graders in the Dream Green Program.

G5.B1 According to records, limited evidence indicates the completion of student projects and/or participation in STEM via The Miami Dade STEM EXPO (Science Fair and SECME), Dream in Green competition, Fairchild Challenge, and other Science/Mathematics competitions.

G5.B1.S1 In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM.

PD Opportunity 1

Engage in the problem solving process via participating in Project Based Learning in STEM and apply literacy skills, STEM principles, as well as leadership skills solving real-world problems during CTSO Career Development and Technical Skills events at district, state and national events .

Facilitator

Science Chairperson

Participants

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Participation in different projects

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G6.	In monitoring the Early Warning Systems, we'll decrease the number of students who missed 10% or more of instruction time, the number of students who are not proficient in reading by grade 3 and the number of students with two or more behavior referrals.	\$2,999
Total		\$2,999

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Total
EESAC	\$2,999	\$2,999
Total	\$2,999	\$2,999

Budget Details

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

G6. In monitoring the Early Warning Systems, we'll decrease the number of students who missed 10% or more of instruction time, the number of students who are not proficient in reading by grade 3 and the number of students with two or more behavior referrals.

G6.B1 Increase student attendance by decreasing the number of students who missed 10% or more of the available instruction time from 6% to 5%.

G6.B1.S1 Students who are deemed as developing a pattern for non-attendance will be referred to the Attendance Team and they will schedule a review meeting on a date and at a time convenient for parent/guardian.

Action Step 1

Schedule Attendance Review Meeting

Resource Type

Other

Resource

Funds to be used by the school for small purchases such as food related, student incentives, and recognition certificates and other tangible reward items related to academic achievement.

Funding Source

EESAC

Amount Needed

\$500

G6.B2 Decrease the number of students who are not proficient in reading by grade 3 from 43% to 39%.

G6.B2.S1 Interventions during the school day and after school tutorial programs will be established to address students areas of needs.

Action Step 1

After school tutoring and intervention during the school day are provided to address student's areas of weakness in reading.

Resource Type

Other

Resource

Funds to be used by the school for small purchases such as food related, student incentives, and recognition certificates and other tangible reward items related to academic achievement.

Funding Source

EESAC

Amount Needed

\$1,999

G6.B3 Decrease number of students with two on more behavior referrals from 3% to 2%.

G6.B3.S1 The MTSS/Rtl Team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Action Step 1

A reward system will be established to recognize students for outstanding citizenship through "Do the Right Thing" project.

Resource Type

Other

Resource

Funds to be used by the school for small purchases such as food related, student incentives, and recognition certificates and other tangible reward items related to academic achievement.

Funding Source

EESAC

Amount Needed

\$500