2013-2014 SCHOOL IMPROVEMENT PLAN

Palmetto Elementary School
12401 SW 74TH AVE
Miami, FL 33156
305-238-4306
http://pes.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	24%

Alternative/ESE Center	Charter School	Minority Rate
No	No	58%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	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
Palmetto Elementary School

Principal
Eric Torres

School Advisory Council chair
Debbie Potter

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

Name	Title
Eric Torres	Principal
Sarah Fair	Assistant Principal
Lisette Dealejo	Reading Liaison
Donna Martinez	Mathematics Liaison
Aileen Bogert	Science Liaison
Tia Penson	Kindergarten Chairperson
Pam Altman	First Grade Chairperson
Ann Cassimire	Second Grade Chairperson
Julie Drouin	Third Grade Chairperson
Maritza Viquez	Fourth Grade Chairperson
Janice Ennis	Fifth Grade Chairperson
Martha Carter	Media Specialist
Julie Astuto	School Counselor
Deborah Sunshine	ESE Teacher

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, Business/Community Representative – 1

Involvement of the SAC in the development of the SIP

To develop the School Improvement Plan, the School Advisory Committee (SAC) worked collaboratively with the Leadership Team to establish priorities and select goals for the school , helped identify the programs and practices necessary to achieve the selected goals, and aided in identifying basic and outside resources necessary to achieve the school's goals. SAC also advised in allocating resources to assure that the improvement plans are successful.

Activities of the SAC for the upcoming school year

The Educational Excellence School Advisory Council (EESAC) will meet periodically throughout the year to review the objectives set forth in the School Improvement Plan (SIP), and the implementation of strategies. The EESAC will also review student performance data and make recommendations, as appropriate, regarding adjustments to strategies delineated in the SIP. The EESAC will also review the school budget and make recommendations regarding expenditures.

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

Purchase of technological equipment (mimeos) to enhance the instructional program, utilizing the amount of $1,000.00

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

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

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

Administrators

of administrators
2

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

Administrator Information:

Eric Torres		
Principal	Years as Administrator: 12	Years at Current School: 4

Credentials	Bachelor of Science Master of Science MG Social Science (Grades 5-9); Educational Leadership
Performance Record	2013 – School Grade Rdg. Proficiency, 78% Math Proficiency, 81% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 64 points Rdg. Imp. of Lowest 25% - 62 points Math Imp. of Lowest 25%- 51 points Rdg. AMO –__% Math AMO–__% 2012 – School Grade Rdg. Proficiency, 81% Math Proficiency, 77% Rdg. Lrg. Gains, 78 points Math Lrg. Gains, 78 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25%- 68 points Rdg. AMO –__% Math AMO–__% 2011 – School Grade High Standards Reading, 92% High Standards Math, 89% Learning Gains -Reading, 75% Learning Gains - Mathematics, 76% Lowest 25% - Reading, 70% Lowest 25% - Mathematics, 76% 2010 – School Grade High Standards Reading, 93% High Standards Math, 90% Learning Gains -Reading, 76% Learning Gains - Mathematics, 72% Lowest 25% - Reading, 64% Lowest 25% - Mathematics, 71% 2009 – School Grade High Standards Reading, 95% High Standards Math, 92% Learning Gains -Reading, 75% Learning Gains - Mathematics, 81% Lowest 25% - Reading, 69% Lowest 25% - Mathematics, 75%

Sarah Fair		
Asst Principal	Years as Administrator: 7	Years at Current School: 0

Credentials	Bachelor of Science Master of Science Elementary Education MG Mathematics (Grades 5-9); Educational Leadership
Performance Record	2013 – School Grade Rdg. Proficiency, 56% Math Proficiency, 54% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 44 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25%- 50 points Rdg. AMO –__% Math AMO–__% 2013 – School Grade Rdg. Proficiency, 56% Math Proficiency, 54% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 44 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25%- 50 points Rdg. AMO –__% Math AMO–__% 2012 – School Grade Rdg. Proficiency, 60% Math Proficiency, 61% Rdg. Lrg. Gains, 77 points Math Lrg. Gains, 79 points Rdg. Imp. of Lowest 25% - 80 points Math Imp. of Lowest 25%-73 points Rdg. AMO –__% Math AMO–__% 2011 – School Grade High Standards Reading, 77% High Standards Math, 76% Learning Gains -Reading, 62% Learning Gains - Mathematics, 61% Lowest 25% - Reading, 53% Lowest 25% - Mathematics, 60% 2010 – School Grade High Standards Reading, 75% High Standards Math, 72% Learning Gains -Reading, 70% Learning Gains - Mathematics, 57% Lowest 25% - Reading, 66% Lowest 25% - Mathematics, 59% 2009 – School Grade High Standards Reading, 75%

High Standards Math, 73%
Learning Gains -Reading, 75%
Learning Gains - Mathematics, 68%
Lowest 25% - Reading, 74%
Lowest 25% - Mathematics, 69%

Classroom Teachers

# of classroom teachers
40

 # receiving effective rating or higher
40, 100%

 # Highly Qualified Teachers
75%

 # certified in-field
37, 93%

 # ESOL endorsed
31, 78%

 # reading endorsed
3, 8%

 # with advanced degrees
19, 48%

 # National Board Certified
5, 13%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
3, 8%

 # with 6-14 years of experience
8, 20%

 # with 15 or more years of experience
29, 73%

Education Paraprofessionals

# of paraprofessionals
4

 # Highly Qualified
4, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Ongoing support and mentorship by the Leadership Team. (Principal/Assistant Principal/Liaisons)
2. Provide Professional Development to teachers in identified areas of need and include time for teachers to implement activities learned. (Principal/Assistant Principal)
3. Implement Professional Learning Communities in which teachers share best practices, interpret test results, accommodate the diversity in student learning, and build capacity in student learning. (Principal/Assistant Principal)
4. Implement collaborative planning so teachers can collaborate and reflect upon teaching and learning to augment student performance. (Principal/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

Beginning teachers or teachers new to the building are provided a mentor or buddy teacher, usually the Grade Level Chairperson, within the common grade level. The common planning time provides opportunity for coaching, planning, and feedback. The mentor and mentee are able to meet bi-weekly in a professional learning community to discuss, develop and implement instructional evidencebased strategies for each domain. The mentor is given release time to observe the mentee.

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/RtI Leadership Team focuses meetings on how to utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring in order to ensure that Palmetto's teachers and students succeed. The team meets monthly to engage in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.
Based on the above information, the MTSS/RtI Leadership Team and Grade level Chairpersons will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The school-based MTSS/RtI Leadership Team will be comprised of Eric Torres (Principal), Sarah Fair (Assistant Principal), Ms. DeAlejo, Ms. Martinez, and Ms, Bogert (Reading, Math, and Science Liaisons), Julie Astuto (School Counselor), Leslie Collier (School Psychologist), Deborah Sunshine (SPED Teacher), Debra Potter (EESAC Chairperson), Rosie Bouhajrah (UTD Steward), and Martha Carter (Media Specialist).

Principal: The principal will provide a common vision for the use of data-based decision making, monitor the implementation of interventions, provide support and direction to school staff by meeting with the MTSS/RtI team, provide professional development as needed, allocate resources, and communicate school-based plans regarding RtI to all stakeholders through EESAC.

Assistant Principal: The assistant principal will provide support to the MTSS/RtI school based team and instructional staff. The assistant principal will ensure the collection of data, the implementation of Interventions, and ongoing progress monitoring of MTSS/RtI intervention groups, and support professional development activities and technical assistance for teachers regarding data-based instructional planning.

Reading, Math, and Science Liaisons: Liaisons will collaborate with the Principal and Assistant Principal and communicate pertinent information to the grade level/department. Additionally, assist in collecting, disaggregating and analyzing data in order to modify instruction and facilitate small learning communities for the grade level/department.

School Counselor: The counselor assists in the identification of at risk students, provides intervention, supports in the screening process at the school site, and continues to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist: The psychologist observes students in the classroom environment to determine further screening, participates in the collection, interpretation and analysis of data, and facilitates data-based decision making.

The Students with Disabilities Teacher: The SWD teacher participates in data collection and supports classroom teachers and MTSS/RtI team by collaborating through grade level planning.

The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• Media Specialist
• ESSAC member
• UTD Steward
• Tutors as available

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

The MTSS/RtI Leadership Team will meet with the Educational Excellence School Advisory Council (EESAC)
administrators and Reading, Math, and Science Liaisons to help develop the SIP. The team will provide data on Tier 1, 2, and 3 targets and academic and social/emotional areas that need to be addressed; assist in setting clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and align processes and procedures.

The MTSS/RtI Leadership Team will maintain a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective. The MTSS/RtI Leadership Team will consider student assessment data, classroom observational data, and the professional development listed on the teachers' IPEGS Individual Professional Development Plans (IPDPs).

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

Professional Learning Communities were established to serve as a vehicle for maintaining and improving the instructional focus utilizing the following data sources:
ACADEMIC
Baseline Data: Florida Comprehensive Assessment Test (FCAT), District Baseline Interim Assessments, District Baseline Writing Assessments, FAIR, and Progress Monitoring and Reporting Network (PMRN)
Progress Monitoring: PMRN, FCAT Simulation, District Fall Interim Assessments, Supplemental Technology Programs data and usage reports (Reading Plus, Successmaker)
Midyear: Florida Assessments for Instruction in Reading (FAIR), Edusoft, District Mid-Year Writing Assessments, District Winter Interim Assessments
End of year: FAIR, FCAT, Florida Alternate Assessment
Frequency of Data Days: twice a month for data analysis
English Language learners: CELLA, Iowa
ENGAGEMENT
Functional Behavior of Assessment (FAB) and Behavioral Intervention Plan (BIP)
COGNOS
Attendance Review Committee (ARC) communications
Student Case Management Systems Reports

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

Staff will avail themselves to ongoing data-driven professional development activities that align to core student goals and staff needs. Communicating outcomes with stakeholders and celebrating success frequently. Administration will monitor ongoing efficient facilitation and accurate use of a data-based problem-solving process to support planning, implementing, and evaluating effectiveness of services. Administration will ensure strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students
Minutes added to school year: 0

Strategy Purpose(s)
""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Eric Torres	Principal
Sarah Fair	Assistant Principal
Tia Penson	Primary General Education Teacher
Maritza Viquez	Intermediate General Education Teacher
Terri Wild	Special Education Teacher
Lisette Ruiz-DeAlejo	Professional Development and Reading Liaison
Debbie Potter	EESAC Chairperson
Rosie Bouhajrah	UTD Steward
Martha Carter	Media Specialist
Julie Astuto	School Counselor.

How the school-based LLT functions

The Instructional leadership team reviews data to identify students' areas of weaknesses and lines them up with professional development opportunities. Grade level representatives brainstorm with members of their grade level/department at the beginning of the year to determine areas of interest and/or concerns of staff.

Major initiatives of the LLT

The major initiative of the Literacy Leadership Team (LLT) will be to monitor students' progress. The LLT will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and reassessing. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students.
The instructional liaisons will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The instructional liaisons will also help with the process of grading, recording, and charting student scores.
The major initiative of the Literacy Leadership Team (LLT) will be to monitor students' progress. The LLT will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and reassessing. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students.
The instructional liaisons will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The instructional liaisons will also help with the process of grading, recording, and charting student scores.

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

Palmetto Elementary recognizes that successful transitions from home to school or from a childcare center to kindergarten can contribute to long-term school success and is committed to bridging the gap between the school and the surrounding early learning providers in the area

Parent Orientation will take place during the week prior to the first day of school to provide information and help the adults feel more at ease. Open House provides an opportunity for parents to meet and talk with teachers, learn more about procedures and guidelines, and spend time in their child's classroom environment.

Upon entry into kindergarten all children are assessed utilizing the Florida Kindergarten Readiness Screener (FLKRS) and the Florida Assessment for Instruction in Reading (FAIR) in order to determine student readiness in phonics/phonemic awareness, sound recognition, blending, and initial decoding. The FLKRS will also assess social and emotional development. The FAIR screening tool will be re-administered mid-year and at the end of the year. The children will also be assessed using the CELLA-ONLINE in both speaking and listening.

The Florida Voluntary Prekindergarten (VPK) Assessment is given to all children enrolled in the VPK program in order to provide teachers with valid and reliable feedback regarding children's progress in attaining the skills in the Standards for Four-Year-Olds, so that teachers may use this information to guide instruction.

Pre-kindergarten and kindergarten teachers work closely with the Administration and the School Counselor to ensure that all children come to school on a regular basis and are ready to learn.

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%	78%	No	84%
American Indian		0%		
Asian	91%	81%	No	92%
Black/African American	48%	29%	No	54%
Hispanic	80%	76%	No	82%
White	93%	91%	No	94%
English language learners	53%	53%	Yes	57%
Students with disabilities	46%	42%	No	51%
Economically disadvantaged	58%	55%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	18%	23%
Students scoring at or above Achievement Level 4	186	59%	61%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0)		62%	66%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	20	67%	70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		37%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		34%

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	76	75%	78%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		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	78%	81%	Yes	80%
American Indian		0%		
Asian	91%	89%	No	92%
Black/African American	44%	37%	No	50%
Hispanic	75%	80%	Yes	78%
White	90%	90%	Yes	91%
English language learners	64%	67%	Yes	68%
Students with disabilities	46%	47%	Yes	51%
Economically disadvantaged	54%	57%	Yes	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	76	24%	25%
Students scoring at or above Achievement Level 4	174	55%	55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		64%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		51%	56%

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	33	32%	34%
Students scoring at or above Achievement Level 4	36	35%	36%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	181	27%	30%

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	23	3%	2%
Students retained, pursuant to s. 1008.25, F.S.	19	3%	2%
Students who are not proficient in reading by third grade	21	19%	17%
Students who receive two or more behavior referrals	57	9%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	7	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

Parental involvement will increase by ten percent from seventy to seventy-seven percent in the average number of parents attending meetings and events to enhance FCAT skills and strategies throughout the 2013-2014 school year compared to the 2012-2013 school year as documented by parent attendance sheets .

Barrier

• Parents need more information on academic programs in an effort to increase student achievement among all students and subgroups.

Strategies

• Provide parents at PTA meetings and events with more information on strategies to enhance their child's academic performance.

• Utilize Connect-Ed and e-blast to promote events.

• Use a variety of media (i.e. flyers, monthly bulletins, e-mail, and website) to advertise events.

Action Steps

• Identification of barriers which hindered participation by parents in parental involvement activities

• Provide a description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

• Send home Parent-Child Data Chat sheets for homework to facilitate dialogue between the two.

How to monitor for fidelity

• Monitor the return and content of data chat forms

How to monitor for effectiveness

• Monitor attendance at PTA meetings and events

How to monitor progress - Assessment(s)

• Benchmark Assessments

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Based on the 2013 FCAT 2.0 data, 78% of students at Palmetto Elementary School scored at Level 3 or above in Reading. Our goal is to increase the percentage of students by six percentage points to 84% on the 2014 administration of the Reading FCAT 2.0.

G2. Based on the 2013 FCAT 2.0 Writing data, 75% of students in Grade 4 scored level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring level 3.5 or higher by 3 percentage points to 78%.

G3. Based on the 2013 FCAT 2.0 Mathematics data, 81% of students in grades 3-5 achieved proficiency. Our goal for the 2013-2014 school year is to maintain the percentage of students achieving proficiency at 80% or above.

G4. Based on the 2013 FCAT 2.0 Science data, 67% of students in Grade 5 achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 70%.

G5. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in activities to design and develop Science, Technology, Engineering, and Mathematics projects.

G6. In monitoring the Early Warning Systems, the goal for our school will be to increase student attendance, decrease students retained in PreK-5, decrease students' non-proficient reading by 3rd grade, and decrease students with behavioral referrals.

G7. Forty-Five percent of parents whose students are in the lowest performing quartile or subgroups not meeting AMOs have participated in one or more parent engagement opportunities. Our goal is to increase this percentage to fifty percent.

Goals Detail

G1. Based on the 2013 FCAT 2.0 data, 78% of students at Palmetto Elementary School scored at Level 3 or above in Reading. Our goal is to increase the percentage of students by six percentage points to 84% on the 2014 administration of the Reading FCAT 2.0.

Targets Supported

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

Resources Available to Support the Goal

- McGraw-Hill Reading Series

- Reading Plus

- SuccessMaker

- Reading Wonders Intervention program

- FCAT Explorer

- Accelerated Reader

- Wordly Wise

- Novels

Targeted Barriers to Achieving the Goal

- Results of the FCAT 2.0 Reading assessment indicate that 81% of the Asian student population scored at Level 3 or above. The goal for 2014 is 92%, an increase of eleven percentage points. Students in this subgroup exhibited difficulty with Reporting Category 1 - Vocabulary. Students cannot have skills reinforced at home due to family language barriers.

- Results of the FCAT 2.0 Reading assessment indicate that 29% of the Black student population scored at Level 3 or above. The goal for 2014 is 54%, an increase of 25 percentage points. Students in this subgroup exhibited difficulty with Reporting Category 1 - Vocabulary, due to a lack of understanding of multiple meaning words, figurative language and general academic and domain specific words and phrases.

- Results of the FCAT 2.0 Reading assessment indicate that 76% of the Hispanic student population scored at Level 3 or above. The goal for 2014 is 82%, an increase of six percentage points. Students in this subgroup exhibited difficulty with Reporting Category 1 - Vocabulary, due to a lack of understanding of multiple meaning words, figurative language and general academic and domain specific words and phrases.

- Results of the FCAT 2.0 Reading assessment indicate that 42% of Students With Disabilities scored at Level 3 or above. The goal for 2014 is 51%, an increase of nine percentage points. Students in this subgroup exhibited difficulty with Reporting Category 4 - Informational Text/ Research Process due to limited exposure to informational text. Students demonstrate difficulties in determining the validity and reliability of information within and across texts.

- Results of the FCAT 2.0 Reading assessment indicate that 55% of Economically Disadvantaged students scored at Level 3 or above. The goal for 2014 62%, an increase of seven percentage points. Students in this subgroup exhibited difficulty with Reporting Category 4 - Informational Text/Research Process due to limited exposure to informational text. Students lack the ability to organize informational text and text feature to perform a task.

- Results from the FCAT 2.0 Reading assessment indicate that 18% of students scored at Level 3. The goal for 2014 is 23%, an increase of five percentage points. The area offering the greatest opportunity for improvement is Reporting Category 2 - Reading Application. Students have a difficult time determining the Author's Purpose and Author's Perspective, and reading while

comprehending literature and informational text at the high end of the 2-3 text complexity band independently.

- Results from the FCAT 2.0 Reading assessment indicate that 59% of students scored at Levels 4 and 5. The goal for 2014 is 61%, an increase of two percentage points. Students in this subgroup exhibited difficulty with Reporting Category 4 - Informational Text/Research Process. In order for students to increase their Reading skills in this area they will need more exposure to informational texts and analyze proficiently text features to draw information.

- Results from the FCAT 2.0 Reading assessment indicate that 67% of students made Reading learning gains. The goal for 2014 is 70%, an increase of three percentage points. Students would make greater learning gains if differentiated instructional learning groups were more data-driven and consistently monitored for instructional purposes.

- Results from the FCAT 2.0 Reading assessment indicate that 62% of students in the Lowest 25% population made Reading learning gains. The goal for 2014 is 66%, an increase of four percentage points. Students in this population group would benefit from an additional thirty minutes of daily Reading instruction.

- Based on the 2013 CELLA data, 67% (20) ELL students were proficient in Listening and Speaking. The goal for 2014 is 70%, an increase of three percentage points. Students in this subgroup exhibited difficulty with Reporting Category 1 - Vocabulary, due to limited exposure and fluency in the the English language and limited English language opportunities to practice at home.

- Based on the 2013 CELLA data, 30% (9) ELL students were proficient in Reading. The goal for 2014 is 37%, an increase of seven percentage points. Students in this subgroup exhibited difficulty with Reporting Category 2 - Reading Application, due to limited exposure to the language and students' lack of ability to draw conclusions to make inferences.

- Based on the 2013 CELLA data, 27% (8) ELL students were proficient in Writing. The goal for 2014 is 34%, an increase of seven percentage points. Students in this subgroup exhibit a fear of Writing and do not have the home assistance necessary to reinforce the Writing skills learned in class.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim Assessments and FCAT 2.0.

Person or Persons Responsible
MTSS/RTI Team/Literacy Team/ Administrative team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments: FAIR assessment, STAR assessment, District Interim Assessments Summative Assessment: Results from the 2014 FCAT 2.0

G2. Based on the 2013 FCAT 2.0 Writing data, 75% of students in Grade 4 scored level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring level 3.5 or higher by 3 percentage points to 78%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Wonders Reading and Writing Workshop - McGraw Hill

- Wordly Wise

- Anchor Papers

- Rubrics

- Graphic organizers

- Edit Checklists

Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 FCAT Writing indicates that The area offering the greatest opportunity for improvement is the Category- Editing for Language Conventions. Students have displayed difficulty with proper use of conventions of sentence structure, mechanics, usage, punctuation, and spelling.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data and writing samples from the FCAT 2.0 Writing. Feedback will be provided to teachers during grade level meetings.

Person or Persons Responsible

RTI Team/ Literacy Team/ Administrative Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: Writing scores on monthly writing assessments, expository and narrative; District Writing Assessment Summative: 2014 FCAT 2.0 Writing Assessment.

G3. Based on the 2013 FCAT 2.0 Mathematics data, 81% of students in grades 3-5 achieved proficiency. Our goal for the 2013-2014 school year is to maintain the percentage of students achieving proficiency at 80% or above.

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

- Go Math! Houghton Mifflin Harcourt

- Thinkcentral

- SuccessMaker

- FCAT Explorer

Targeted Barriers to Achieving the Goal

- Results of the 2013 FCAT 2.0 Mathematics indicate that 89% of students in the Asian subgroup scored at proficiency Level 3 or above. The goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency in this subgroup, by 3 percentage points to 92%. Data suggests that the area offering the greatest opportunity for improvement is Reporting Category 2: Geometry and Measurement.

- Results of the 2013 FCAT 2.0 Mathematics indicate that 37% of students in the Black subgroup scored at proficiency Level 3 or above. The goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency in this subgroup, by 13 percentage points to 50%. Data suggests that the area offering the greatest opportunity for improvement is Reporting Category 2: Geometry and Measurement.

- Results of the 2013 FCAT 2.0 Mathematics indicate that 24% (76) of students achieved proficiency (level 3). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 1 percentage point to 25%. According to the results of the 2013 FACT 2.0, students in Grades 3 and 4 experienced difficulty in Reporting Category 2, Base Ten & Fractions. Students in Grade 5 seem to have experienced difficulty in Reporting Category 2, Geometry and Measurement.

- Results of the 2013 FCAT 2.0 Mathematics indicate that 55% (174) of students at proficiency Levels 4-5. Our goal for the 2013-2014 school year is to maintain the percentage of students achieving proficiency at or above 55%. This increase will be supported by additional practice in solving problems involving fractions and developing rationale for responding to practical situations involving the relationships of fractions. Students will need more opportunities for exploring mathematics through the use of manipulatives/models as students need to understand mathematical concepts beyond the classroom; application of real-world scenarios.

- Results of the 2013 FCAT 2.0 Mathematics indicate that 64% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains, by four percentage points to 68%. While there are Mathematics classrooms that demonstrate the use of differentiated instruction, there are still others that teach and remediate using whole group instruction only.

- Results of the 2013 FCAT 2.0 Mathematics indicate that 51% of students in the lowest 25%, made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students in the lowest 25% making learning gains, by five percentage points to 56%. Students in the Lowest 25% population struggle with the understanding of and fluency with division of whole numbers; and developing an understanding of and fluency with addition and subtraction of decimals.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim Assessments and FCAT 2.0

Person or Persons Responsible

MTSS/RtI team and Mathematics liaison

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments - District Interim Assessments Summative Assessment - Results from the 2014 FCAT 2.0

G4. Based on the 2013 FCAT 2.0 Science data, 67% of students in Grade 5 achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 70%.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Gizmos

- District Interim Assessments

- Professor Q

- Science Kit Manipulatives for hands-on activities

- Smart Boards

- FCAT Explorer

- Science Fair materials

- Houghton Mifflin Science books

Targeted Barriers to Achieving the Goal

- Results from the 2013 FCAT 2.0 Science indicate that 32% (33) of students in Grade 5 scored at Level 3. The percentage of students scoring at Level 3 must increase to 34% to meet the target goal in 2014, an increase of two percentage points.

- Results from the 2013 FCAT 2.0 Science indicate that 35% (36) of students in Grade 5 scored at Levels 4-5. Our goal for the 2014 FCAT 2.0 Science is for at least 36% of students to score at Levels 4-5, an increase of one percentage point.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Quarterly Assessments and FCAT 2.0.

Person or Persons Responsible
MTSS/RtI Team and Science Liaison

Target Dates or Schedule:
Quarterly

Evidence of Completion:
The results of the 2014 Science FCAT 2.0

G5. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in activities to design and develop Science, Technology, Engineering, and Mathematics projects.

Targets Supported
- STEM - All Levels

Resources Available to Support the Goal
- Technology (Computer/Laptop, Programing software)
- Lego Kits (Robotics Materials)
- District Science Fair Packet

Targeted Barriers to Achieving the Goal
- Increase the number of science, technology, engineering, and mathematics related experiences to advance STEM literacy while engaging students in the problem solving process.
- Increase the percentage of students participating in Project Based Learning in STEM in order encourage exploration of new ideas and new worlds related to science, technology, engineering, and mathematics.

Plan to Monitor Progress Toward the Goal

Projects implemented through Fairchild Challenge and District Science Fair entries.

Person or Persons Responsible
Administrators and Science Liaison

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Number of entries to the District Science Fair, Increased opportunities through SECME and Fairchild Challenge.

G6. In monitoring the Early Warning Systems, the goal for our school will be to increase student attendance, decrease students retained in PreK-5, decrease students' non-proficient reading by 3rd grade, and decrease students with behavioral referrals.

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- District Reports (COGNOS)
- Electronic Gradebook Attendance
- Student Services
- Daily Attendance Reports

Targeted Barriers to Achieving the Goal
- The results of the 2012-2013 Early Warning Systems data indicate that students who miss 10 percent or more of available instructional time is 3%. The goal for the 2013-2014 school year is to decrease the amount of students by one percentage point to 2%.

- The results of the 2012-2013 Early Warning Systems data indicates that students that receive two or more behavior referrals is 9%. The goal for the 2013-2014 school year is to decrease the amount of students by one percentage point to 8%. Also, seven students (1%), received 1 or more behavior referrals that led to suspension throughout the 2012-2013 school year. Our goal for the 2013-2014 school year is maintain this percentage.

- The results of the 2012-2013 Early Warning Systems data indicate that 3% of students were retained. Our goal for the 2013- 2014 school year is to decrease the amount of students by one percentage point to 2%.

- The results of the 2012-2013 Early Warning Systems data indicate that 19% of students were not proficient in Reading by third grade. The goal for the 2013-2014 school year is to decrease the amount of students by two percentage points to 17%.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, the MTSS Leadership Team/RtI team and administrators will review early warning system data and conduct MTSS Leadership Team/RtI meetings as necessary.

Person or Persons Responsible
MTSS/RtI Team/Administraion

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Attendance Reports, Referrals Reports, 2013- 2014 Early Warning Systems Data

G7. Forty-Five percent of parents whose students are in the lowest performing quartile or subgroups not meeting AMOs have participated in one or more parent engagement opportunities. Our goal is to increase this percentage to fifty percent.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Connect_Ed

- Workshop opportunities based on interest

- PTA Membership Log

Targeted Barriers to Achieving the Goal

- Our challenge has been the lack of interest for participation in school wide activities by parents of students who are in the lowest performing quartile.

Plan to Monitor Progress Toward the Goal

More parents whose students are in the lowest performing quartile or subgroups not meeting AMOs have participated in one or more parent engagement opportunities

Person or Persons Responsible

PTA Volunteer coordinator

Target Dates or Schedule:

Monthly

Evidence of Completion:

End of Year Surveys, Attendance at PTA meetings and events

Action Plan for Improvement

Problem Solving Key

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

G1. Based on the 2013 FCAT 2.0 data, 78% of students at Palmetto Elementary School scored at Level 3 or above in Reading. Our goal is to increase the percentage of students by six percentage points to 84% on the 2014 administration of the Reading FCAT 2.0.

G1.B1 Results of the FCAT 2.0 Reading assessment indicate that 81% of the Asian student population scored at Level 3 or above. The goal for 2014 is 92%, an increase of eleven percentage points. Students in this subgroup exhibited difficulty with Reporting Category 1 - Vocabulary. Students cannot have skills reinforced at home due to family language barriers.

G1.B1.S1 Provide students with instructional strategies and activities that involve reading from a variety of text, using word walls, wordly wise, vocabulary maps, affix and root words, concept maps and personal dictionaries.

Action Step 1

Instruction should include the infusing of concept maps to build general knowledge of word meanings and relationships, context clues in recognizing synonyms and antonyms, and to recognize examples and non-examples of word relationships.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, student work samples, lesson plans, test, quizzes

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

Review data bi-weekly and make recommendations based on needs assessment.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

SuccessMaker and Reading Plus data reports; walk-through logs

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

Person or Persons Responsible

MTSS/RtI Team, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Students will increase mastery of benchmarks on the formative assessments, Interim Assessment

G1.B2 Results of the FCAT 2.0 Reading assessment indicate that 29% of the Black student population scored at Level 3 or above. The goal for 2014 is 54%, an increase of 25 percentage points. Students in this subgroup exhibited difficulty with Reporting Category 1 - Vocabulary, due to a lack of understanding of multiple meaning words, figurative language and general academic and domain specific words and phrases.

G1.B2.S1 Provide instructional opportunities during pre-reading activities for the use of concept maps to help build general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships.

Action Step 1

Provide instructional opportunities for students to use sentence and word context to determine meaning in written text.

Person or Persons Responsible

Teachers in grades 3-5

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples, test, lesson plans

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

The administrative team will monitor classroom intervention and differentiated instruction during walk-throughs. In addition, they will monitor fidelity to supplemental programs such as Reading Plus and SuccessMaker through data reports.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Reading Plus and SuccessMaker data reports; walk-through logs

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Students will increase mastery of benchmarks on the formative assessments, Interim Assessment

G1.B3 Results of the FCAT 2.0 Reading assessment indicate that 76% of the Hispanic student population scored at Level 3 or above. The goal for 2014 is 82%, an increase of six percentage points. Students in this subgroup exhibited difficulty with Reporting Category 1 - Vocabulary, due to a lack of understanding of multiple meaning words, figurative language and general academic and domain specific words and phrases.

G1.B3.S1 Provide instructional opportunities during pre-reading activities for the use of concept maps to help build general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships.

Action Step 1

Provide instructional opportunities for students to use sentence and word context to determine meaning in written text.

Person or Persons Responsible

Teachers in grades 3-5

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples, test, lesson plans

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

The administrative team will monitor classroom intervention and differentiated instruction during walk-throughs. In addition, they will monitor fidelity to supplemental programs such as Reading Plus and Successmaker through data reports.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Reading Plus and SuccessMaker data reports; walk-through logs

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Students will increase mastery of benchmarks on the formative assessments, Interim Assessment

G1.B4 Results of the FCAT 2.0 Reading assessment indicate that 42% of Students With Disabilities scored at Level 3 or above. The goal for 2014 is 51%, an increase of nine percentage points. Students in this subgroup exhibited difficulty with Reporting Category 4 - Informational Text/Research Process due to limited exposure to informational text. Students demonstrate difficulties in determining the validity and reliability of information within and across texts.

G1.B4.S1 Provide a variety of instructional strategies and activities to help students recognize the characteristics of reliable and valid information.

Action Step 1

Provide instructional opportunities for students to locate and interpret the characteristics of reliable and valid information found in text, orally or through written format.

Person or Persons Responsible

Teachers in grades 3-5

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples, journals, test, lesson plans

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

The administrative team will monitor classroom intervention and differentiated instruction during walk-throughs. In addition, they will monitor fidelity to supplemental programs such as Reading Plus and Successmaker through data reports.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

SuccessMaker and Reading Plus data reports; walkthrough logs

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Students will increase mastery of benchmarks on the formative assessments, Interim Assessment

G1.B5 Results of the FCAT 2.0 Reading assessment indicate that 55% of Economically Disadvantaged students scored at Level 3 or above. The goal for 2014 62%, an increase of seven percentage points. Students in this subgroup exhibited difficulty with Reporting Category 4 - Informational Text/Research Process due to limited exposure to informational text. Students lack the ability to organize informational text and text feature to perform a task.

G1.B5.S1 Provide a variety of instructional strategies and activities to interpret text features, such as graphics, legends, illustrations, diagrams, charts, and keys.

Action Step 1

Provide instructional opportunities for students to use real-world documents such as how-to articles, brochures, fliers, and websites to locate, interpret and organize information from text features.

Person or Persons Responsible

Teachers in grades 3-5

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples; lesson plans.

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

The administrative team will monitor classroom intervention and differentiated instruction during walk-throughs. In addition, they will monitor fidelity to supplemental programs such as Reading Plus and SuccessMaker through data reports.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

SuccessMaker and Reading Plus data reports; walkthrough logs

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Students will increase mastery of benchmarks on the formative assessments, Interim Assessment

G1.B6 Results from the FCAT 2.0 Reading assessment indicate that 18% of students scored at Level 3. The goal for 2014 is 23%, an increase of five percentage points. The area offering the greatest opportunity for improvement is Reporting Category 2 - Reading Application. Students have a difficult time determining the Author's Purpose and Author's Perspective, and reading while comprehending literature and informational text at the high end of the 2-3 text complexity band independently.

G1.B6.S1 Provide instruction and support on utilizing appropriate text that includes identifiable author's purpose for writing, including information, telling a story, conveying a particular mood, entertaining, explain, identify main idea whether implied or stated, make inferences and draw conclusions.

Action Step 1

Provide grade level appropriate texts that include identifiable author's purpose and author's perspective.

Person or Persons Responsible

Teachers in grades 3-5

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples, lesson plans

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

The administrative team will monitor classroom intervention and differentiated instruction during walk-throughs. In addition, they will monitor fidelity to supplemental programs such as Reading Plus and SuccessMaker through data reports.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

SuccessMaker and Reading Plus data reports; walkthrough logs

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Students will increase mastery of benchmarks on the formative assessments, Interim Assessment

G1.B7 Results from the FCAT 2.0 Reading assessment indicate that 59% of students scored at Levels 4 and 5. The goal for 2014 is 61%, an increase of two percentage points. Students in this subgroup exhibited difficulty with Reporting Category 4 - Informational Text/Research Process. In order for students to increase their Reading skills in this area they will need more exposure to informational texts and analyze proficiently text features to draw information.

G1.B7.S1 Provide students with a variety of instructional strategies and activities to interpret graphical informational such as graphics, legends, illustrations, diagram, charts, and keys.

Action Step 1

Provide students opportunities to use how-to articles,brochures, fliers, websites, and other real world documents

Person or Persons Responsible

Teachers in grades 3-5

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples, lesson plans

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

The administrative team will monitor classroom intervention and differentiated instruction during walk-throughs. In addition, they will monitor fidelity to supplemental programs such as Reading Plus and Successmaker through data reports.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Reading Plus and SuccessMaker data reports; walk-through logs

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Students will increase mastery of benchmarks on the formative assessments, Interim Assessment

G1.B8 Results from the FCAT 2.0 Reading assessment indicate that 67% of students made Reading learning gains. The goal for 2014 is 70%, an increase of three percentage points. Students would make greater learning gains if differentiated instructional learning groups were more data-driven and consistently monitored for instructional purposes.

G1.B8.S1 Provide individualized focus instruction in small groups geared to improve areas of weakness identified through observations or assessments.

Action Step 1

Provide DI instruction throughout the year.

Person or Persons Responsible

Teachers in grades 3-5

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples, data, assessments, lesson plans

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

The administrative team will monitor classroom intervention and differentiated instruction during walk-throughs. In addition, they will monitor fidelity to supplemental programs such as Reading Plus and SuccessMaker through data reports.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Reading Plus and SuccessMaker data reports; walk-through logs

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Students will increase mastery of benchmarks on the formative assessments, Interim Assessment

G1.B9 Results from the FCAT 2.0 Reading assessment indicate that 62% of students in the Lowest 25% population made Reading learning gains. The goal for 2014 is 66%, an increase of four percentage points. Students in this population group would benefit from an additional thirty minutes of daily Reading instruction.

G1.B9.S1 Provide the lowest 25% population in grades 3-5 an additional thirty minutes of Reading instruction throughout the week.

Action Step 1

Provide students with an additional thirty minutes of Reading using SuccessMaker as our intervention tool.

Person or Persons Responsible

Hourly Tutors, Teachers in grades 3-5

Target Dates or Schedule

Daily

Evidence of Completion

Data reports

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

The administrative team will monitor classroom intervention and differentiated instruction during walk-throughs. In addition, they will monitor fidelity to supplemental programs such as SuccessMaker and Reading Plus through data reports.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Bi-weekly

Evidence of Completion

SuccessMaker and Reading Plus data reports; walk-through logs

Plan to Monitor Effectiveness of G1.B9.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Students will increase mastery of benchmarks on the formative assessment, Interim Assessment and demonstrate growth in the data reports taken from SuccessMaker.

G1.B10 Based on the 2013 CELLA data, 67% (20) ELL students were proficient in Listening and Speaking. The goal for 2014 is 70%, an increase of three percentage points. Students in this subgroup exhibited difficulty with Reporting Category 1 - Vocabulary, due to limited exposure and fluency in the the English language and limited English language opportunities to practice at home.

G1.B10.S1 Provide students with instructional strategies and activities that involve reading from a variety of text, using word walls, Wordly Wise, vocabulary maps, affix and root words, concept maps and personal dictionaries.

Action Step 1

Provide instructional opportunities for students to practice and build confidence in Reading in all content areas.

Person or Persons Responsible

Teachers in grades 3-5, ESOL teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples, lesson plans

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

The administrative team will monitor classroom intervention and differentiated instruction during walk-throughs. In addition, they will monitor fidelity to supplemental programs such as SuccessMaker and Reading Plus through data reports.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Reading Plus and SuccessMaker data reports; walk-through logs

Plan to Monitor Effectiveness of G1.B10.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Students will increase mastery of benchmarks on the formative assessments, Interim Assessment

G1.B11 Based on the 2013 CELLA data, 30% (9) ELL students were proficient in Reading. The goal for 2014 is 37%, an increase of seven percentage points. Students in this subgroup exhibited difficulty with Reporting Category 2 - Reading Application, due to limited exposure to the language and students' lack of ability to draw conclusions to make inferences.

G1.B11.S1 Provide instructional support and guides to help students focus on what the author thinks and feels, in order to draw conclusions and make appropriate inferences on the author's intent.

Action Step 1

Provide opportunities for students to refer to details and examples in a text to identify author's purpose and perspective.

Person or Persons Responsible

Teachers in grades 3-5

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples, test, lesson plans

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

The administrative team will monitor classroom intervention and differentiated instruction during walk-throughs. In addition, they will monitor fidelity to supplemental programs such as SuccessMaker and Reading Plus through data reports.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Reading Plus and SuccessMaker data reports; walk-through logs

Plan to Monitor Effectiveness of G1.B11.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - District Interim Assessments

G1.B12 Based on the 2013 CELLA data, 27% (8) ELL students were proficient in Writing. The goal for 2014 is 34%, an increase of seven percentage points. Students in this subgroup exhibit a fear of Writing and do not have the home assistance necessary to reinforce the Writing skills learned in class.

G1.B12.S1 Provide students the opportunity to use dictionaries as a tool to identify words and concept written in text.

Action Step 1

Provide instruction and guides on how to use translation dictionaries to identify words and express thoughts.

Person or Persons Responsible

Teachers in grades 3-5, ESOL teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples, lesson plans

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

Classroom walk-thoughs

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom walk-though logs

Plan to Monitor Effectiveness of G1.B12.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Students will increase mastery of benchmarks on the formative assessments, Interim Assessment. 2014 CELLA results

G2. Based on the 2013 FCAT 2.0 Writing data, 75% of students in Grade 4 scored level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring level 3.5 or higher by 3 percentage points to 78%.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that The area offering the greatest opportunity for improvement is the Category- Editing for Language Conventions. Students have displayed difficulty with proper use of conventions of sentence structure, mechanics, usage, punctuation, and spelling.

G2.B1.S1 The students will be provided opportunities for individual conferencing, peer editing and group discussions to ensure correct use of spelling, punctuation (including end punctuation) apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives to assist in creating voice within a writing piece.

Action Step 1

Utilize the Writing rubric to ensure student include all components that will aim toward a score of 6. Conference individually, with peers or as a group to edit and revise as necessary to develop writing skills.

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student Writing Samples

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

Classroom walk-throughs

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Monthly writing samples; walk-through logs

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Students will increase the Writing score as evidenced by monthly writing scores in both Narrative and Expository; FCAT 2.0 Writing results.

G3. Based on the 2013 FCAT 2.0 Mathematics data, 81% of students in grades 3-5 achieved proficiency. Our goal for the 2013-2014 school year is to maintain the percentage of students achieving proficiency at 80% or above.

G3.B1 Results of the 2013 FCAT 2.0 Mathematics indicate that 89% of students in the Asian subgroup scored at proficiency Level 3 or above. The goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency in this subgroup, by 3 percentage points to 92%. Data suggests that the area offering the greatest opportunity for improvement is Reporting Category 2: Geometry and Measurement.

G3.B1.S1 Provide students with activities that promote describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two dimensional shapes/objects.

Action Step 1

Provide students with support and practice using Thinkcentral. Assignments will be individualized to further enhance students progress in the targeted benchmark.

Person or Persons Responsible

All Math Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples, lesson plans, test, quizzes, Thinkcentral assignments that show Differentiated Instruction taking place

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

Classroom walk-throughs

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom walk-through logs

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Students will increase mastery of benchmarks on the formative assessments, Interim Assessment

G3.B2 Results of the 2013 FCAT 2.0 Mathematics indicate that 37% of students in the Black subgroup scored at proficiency Level 3 or above. The goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency in this subgroup, by 13 percentage points to 50%. Data suggests that the area offering the greatest opportunity for improvement is Reporting Category 2: Geometry and Measurement.

G3.B2.S1 Provide students with activities that promote describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two dimensional shapes/objects.

Action Step 1

Provide students with support and practice using Thinkcentral. Assignments will be individualized to further enhance students progress in the targeted benchmark.

Person or Persons Responsible

All Math Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples, lesson plans, test, quizzes, ThinkCentral assignments that show Differentiated Instruction taking place

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

Classroom walk-throughs

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom walk-through logs

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Students will increase mastery of benchmarks on the formative assessments, Interim Assessment, SuccessMaker

G3.B3 Results of the 2013 FCAT 2.0 Mathematics indicate that 24% (76) of students achieved proficiency (level 3). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 1 percentage point to 25%. According to the results of the 2013 FACT 2.0, students in Grades 3 and 4 experienced difficulty in Reporting Category 2, Base Ten & Fractions. Students in Grade 5 seem to have experienced difficulty in Reporting Category 2, Geometry and Measurement.

G3.B3.S1 Provide instructional support and practice of common core state standards needed to develop understanding in the areas of fractions, fraction equivalence and comparison through the use of hands-on manipulatives and engaging activities.

Action Step 1

Provide instructional opportunities for students to represent and identify fractions (including fractions greater than 1) using models and arrays.

Person or Persons Responsible

Teachers in grades 3-5

Target Dates or Schedule

Weekly

Evidence of Completion

Student samples, lesson plans, test/quizzes, SuccessMaker reports, Interim Assessments

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

Classroom walk-throughs

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom walk-through logs

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Students will increase mastery of benchmarks on the formative assessments, Interim Assessment, SuccessMaker

G3.B3.S2 Provide instructional opportunities for students to identify or describe situations that require the use of a formula (area, volume) in a real-world context, allow for the use and practice of rulers to find the area and volume of different shapes.

Action Step 1

Provide students instructional support and practice creating and drawing shapes using paper, manipulatives, and geoboards. Expand development of students understanding by finding the area and volume of real-world object with the use of different tools.

Person or Persons Responsible

Teachers in grades 3-5

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples. lesson plans, test, quizzes, SuccessMaker reports, Interim Assessment data

Plan to Monitor Fidelity of Implementation of G3.B3.S2

Classroom walk-throughs

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom walk-through logs

Plan to Monitor Effectiveness of G3.B3.S2

Follow FCIM using data from Interim Assessments and FCAT 2.0

Person or Persons Responsible

RTI Team, Administration, Math Liaison

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments - District Interim Assessments Summative Assessment - Results from the 2014 FCAT 2.0

G3.B4 Results of the 2013 FCAT 2.0 Mathematics indicate that 55% (174) of students at proficiency Levels 4-5. Our goal for the 2013-2014 school year is to maintain the percentage of students achieving proficiency at or above 55%. This increase will be supported by additional practice in solving problems involving fractions and developing rationale for responding to practical situations involving the relationships of fractions. Students will need more opportunities for exploring mathematics through the use of manipulatives/models as students need to understand mathematical concepts beyond the classroom; application of real-world scenarios.

G3.B4.S1 Provide instructional support and practice needed to develop fluency of addition and subtraction of fractions with both like and unlike numerators: allow students to write or create visuals models of real world situations.

Action Step 1

Provide students with support and practice using Thinkcentral. Assignments will be individualized to further enhance students progress in the targeted benchmark.

Person or Persons Responsible

Teachers in grades 3-5

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples, lesson plans, test, quizzes, ThinkCentral assignments that show Differentiated Instruction taking place

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

Classroom walk-throughs

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom walk-through logs

Plan to Monitor Effectiveness of G3.B4.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Students will increase mastery of benchmarks on the formative assessments, Interim Assessment, SuccessMaker

G3.B5 Results of the 2013 FCAT 2.0 Mathematics indicate that 64% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains, by four percentage points to 68%. While there are Mathematics classrooms that demonstrate the use of differentiated instruction, there are still others that teach and remediate using whole group instruction only.

G3.B5.S1 Provide instructional opportunities for students to grow at their individual pace using DI to guide and enhance their knowledge in grades 3-5.

Action Step 1

Use DI to target and gear instruction, provide students with either remediation or enrichment activities.

Person or Persons Responsible

Teachers in grades 3-5

Target Dates or Schedule

Weekly

Evidence of Completion

Student work, lesson plans, Thinkcentral activities showing evidence of Differentiated Instruction, Successmaker reports

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

Classroom walk-throughs

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom walk-through logs

Plan to Monitor Effectiveness of G3.B5.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Students will increase mastery of benchmarks on the formative assessments, Interim Assessment, SuccessMaker

G3.B6 Results of the 2013 FCAT 2.0 Mathematics indicate that 51% of students in the lowest 25%, made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students in the lowest 25% making learning gains, by five percentage points to 56%. Students in the Lowest 25% population struggle with the understanding of and fluency with division of whole numbers; and developing an understanding of and fluency with addition and subtraction of decimals.

G3.B6.S1 Identify lowest performing students in grades 3-5 based on the 2013 FCAT results and establish an intervention schedule using SuccessMaker for an additional thirty minutes of instruction 4-5 times a week.

Action Step 1

Identify lowest performing students in each classroom and provide DI in each area of weakness.

Person or Persons Responsible

Teachers in grades 3-5

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples, SuccessMaker reports, lesson plans, test, quizzes

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

Classroom walk-thoughs

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom walk-though logs

Plan to Monitor Effectiveness of G3.B6.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Students will increase mastery of benchmarks on the formative assessments, Interim Assessment, SuccessMaker

G4. Based on the 2013 FCAT 2.0 Science data, 67% of students in Grade 5 achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 70%.

G4.B1 Results from the 2013 FCAT 2.0 Science indicate that 32% (33) of students in Grade 5 scored at Level 3. The percentage of students scoring at Level 3 must increase to 34% to meet the target goal in 2014, an increase of two percentage points.

G4.B1.S1 Participate in data chats with fifth grade students on a quarterly basis.

Action Step 1

Students in grade 5 will engage in quarterly data chats with teachers to go over specific benchmarks that should be reviewed. Further, students will expand their knowledge by selecting a prescriptive activity that will develop their area of deficiency, i.e. reading response to non-fiction book, inquiry based hands-on activity.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Data chat worksheet with prescriptive activities.

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

Conduct monthly data chats with teachers to ensure student data chats in grade 5 are being conducted. Review format for student data chats and how prescriptive activities are selected for students.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data chat worksheets, lesson plans

Plan to Monitor Effectiveness of G4.B1.S1

Monthly data chats will be held with teachers to ascertain effectiveness of student data chats through examination of prescriptive activities and differentiated instruction.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Analysis of student work; grade level/data chat agenda and minutes.

G4.B2 Results from the 2013 FCAT 2.0 Science indicate that 35% (36) of students in Grade 5 scored at Levels 4-5. Our goal for the 2014 FCAT 2.0 Science is for at least 36% of students to score at Levels 4-5, an increase of one percentage point.

G4.B2.S1 Provide opportunities for students to participate in Science enrichment activities via Fairchild Challenge, SECME, classroom science inquiry projects with Professor Q, and Elementary Science Fair.

Action Step 1

Students will participate in classroom science inquiry projects, with teacher and Professor Q, and articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation.

Person or Persons Responsible

Science Teacher, Professor Q

Target Dates or Schedule

Weekly

Evidence of Completion

Completion of Science Labs as evidenced in Science journals, Professor Q's schedule

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

Classroom walk-throughs.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom walk-through logs

Plan to Monitor Effectiveness of G4.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in activities to design and develop Science, Technology, Engineering, and Mathematics projects.

G5.B1 Increase the number of science, technology, engineering, and mathematics related experiences to advance STEM literacy while engaging students in the problem solving process.

G5.B1.S1 Create a culture where STEM experiences are seen as fun and engaging for our students by increasing the number of STEM experiences in our school. This will help to create awareness of various ways in which STEM will be important to the students' future while providing standards-based/structured inquiry-based and real-world problem-based learning that interconnects STEM subjects.

Action Step 1

Teachers will promote a culture where STEM experiences are seen as fun and engaging for our students by increasing the number of STEM experiences in our school that interconnects STEM subjects.

Person or Persons Responsible

STEM teachers and Professor Q

Target Dates or Schedule

Ongoing

Evidence of Completion

School-wide STEM activity log

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

Monitor the number of STEM experiences offered to students.

Person or Persons Responsible

LeadershipTeam

Target Dates or Schedule

Monthly

Evidence of Completion

STEM Activity Log

Plan to Monitor Effectiveness of G5.B1.S1

Increase in the number of STEM experiences available for students.

Person or Persons Responsible

LLT TEam

Target Dates or Schedule

Monthly

Evidence of Completion

STEM Activity Log

G5.B2 Increase the percentage of students participating in Project Based Learning in STEM in order encourage exploration of new ideas and new worlds related to science, technology, engineering, and mathematics.

G5.B2.S1 Increase student participation in STEM activities and competitions ie, The Miami Dade STEM EXPO (Science Fair and SECME Olympiad and Festival), The South Florida Science and Engineering Fair, The U.S. First Robotics League, and Fairchild Challenge.

Action Step 1

Teachers will recruit students and establish a plan and timeline for the development of student projects and increase the participation in STEM competitions/activities ie. The Miami Dade STEM EXPO (Science Fair and SECME Olympiad and Festival), The South Florida Science and Engineering Fair, The U.S. First Robotics League, and Fairchild Challenge.

Person or Persons Responsible

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student participation in STEM activities

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

Increased student participation in school site STEM competitions and activities.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

STEM Student Rosters

Plan to Monitor Effectiveness of G5.B2.S1

Monitor increased student participation in STEM activities.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Membership in SECME, Robotics, and Science Fair

G6. In monitoring the Early Warning Systems, the goal for our school will be to increase student attendance, decrease students retained in PreK-5, decrease students' non-proficient reading by 3rd grade, and decrease students with behavioral referrals.

G6.B1 The results of the 2012-2013 Early Warning Systems data indicate that students who miss 10 percent or more of available instructional time is 3%. The goal for the 2013-2014 school year is to decrease the amount of students by one percentage point to 2%.

G6.B1.S1 Parents would be advised of the District attendance policy that requires a physician note after 5 absences each semester. An Attendance Review Committee meeting will be held after the fifth unexcused absence each semester, including the School's Social Worker to provide strategies for parents and students.

Action Step 1

Record on Electronic Gradebook

Person or Persons Responsible

Homeroom teacher

Target Dates or Schedule

Daily Attendance

Evidence of Completion

Daily Attendance Bulletin

Facilitator:

Truancy, facilitated by Counselor

Participants:

Pk-5 Teachers

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

The attendance clerk will run the daily attendance report at 10:00 AM. This report identifies the homeroom teachers who have not completed their daily attendance. Once all teachers have taken the homeroom attendance, the attendance clerk will upload the official school attendance on ISIS. Reports on student absences will be requested and downloaded through Control-D and monitored to determine if truancy is an issue. ARC meetings will be scheduled accordingly.

Person or Persons Responsible

Attendance Clerk, Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Daily Gradebook Report, Weekly Attendance Reports

Plan to Monitor Effectiveness of G6.B1.S1

Parents will be contacted when students develop a pattern of absenteeism.

Person or Persons Responsible

Homeroom Teacher/Assistant Principal

Target Dates or Schedule

Weekly attendance updates

Evidence of Completion

Conference and contact logs, ARC meetings

G6.B2 The results of the 2012-2013 Early Warning Systems data indicates that students that receive two or more behavior referrals is 9%. The goal for the 2013-2014 school year is to decrease the amount of students by one percentage point to 8%. Also, seven students (1%), received 1 or more behavior referrals that led to suspension throughout the 2012-2013 school year. Our goal for the 2013-2014 school year is maintain this percentage.

G6.B2.S1 Classroom teachers will meet with parents to develop behavior charts to identify replacement behaviors.

Action Step 1

Develop behavior charts and monitor the effectiveness and provide incentives for positive behaviors. Utilize the Student Code of Conduct and provide incentives through monthly "Do the Right Thing" recognition program. Showcase role model students on morning announcements.

Person or Persons Responsible

Classroom Teachers, School Counselor

Target Dates or Schedule

Weekly/Monthly

Evidence of Completion

Weekly/Monthly Completed behavior charts, "Do the Right Thing" Winner Announcements

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

Completed behavior charts that identify target behaviors and student's success rate. Student SCAMS/behavior referrals.

Person or Persons Responsible

Classroom Teachers, Administration, Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Monitor monthly SCAM reports

Plan to Monitor Effectiveness of G6.B2.S1

Monitor SCAMS, behavior referrals and behavior charts that demonstrate students' ability to attain replacement behavior.

Person or Persons Responsible

Teachers, Administrators, Counselors

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly SCAMS report

G6.B3 The results of the 2012-2013 Early Warning Systems data indicate that 3% of students were retained. Our goal for the 2013- 2014 school year is to decrease the amount of students by one percentage point to 2%.

G6.B3.S1 Monitor student progress through formative assessment data and ensure proper tier support system to ensure mastery of grade level objectives.

Action Step 1

Identify struggling students the first week of school and provide Tier 2 intervention. If students do not respond to intervention, refer to MTSS/RtI Team for assistance.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

SuccessMaker reports, Wonder Works implementation, Intervention logs

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

The administrative team will monitor classroom intervention, additional tier support intervention through supplemental programs, and differentiated instruction during walk-throughs.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Biweekly

Evidence of Completion

SuccessMaker, Reading Plus, Wonder Works activities, Walk-through logs

Plan to Monitor Effectiveness of G6.B3.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Students will increase mastery of benchmarks on the formative assessments, Interim Assessments.

G6.B4 The results of the 2012-2013 Early Warning Systems data indicate that 19% of students were not proficient in Reading by third grade. The goal for the 2013-2014 school year is to decrease the amount of students by two percentage points to 17%.

G6.B4.S1 Students will be provided opportunities to improve reading fluency and reading comprehension through exposure to read-aloud, teacher modeling, phonics instruction, phonemic awareness, and comprehension skill strategies. At-risk students will be identified and provided thirty minutes of additional reading intervention. In addition, after school tutoring will be available to those students identified at risk.

Action Step 1

Provide support to at-risk students needing an additional 30 minutes of instruction in Reading in lieu of Spanish. Students will also be provided after school tutoring in the area of Reading for an additional two hours per week.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

SuccessMaker data reports, Wonder Works activities

Plan to Monitor Fidelity of Implementation of G6.B4.S1

The administrative team will monitor classroom intervention, additional tier support intervention through supplemental programs, and differentiated instruction during walkthroughs.

Person or Persons Responsible

MTSS/RtI Team, Administrative Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

SuccessMaker reports, Wonder Works activities, walk-through logs.

Plan to Monitor Effectiveness of G6.B4.S1

Following the FCIM, the administrative team will discuss the effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments, District Interim Assessments

G7. Forty-Five percent of parents whose students are in the lowest performing quartile or subgroups not meeting AMOs have participated in one or more parent engagement opportunities. Our goal is to increase this percentage to fifty percent.

G7.B1 Our challenge has been the lack of interest for participation in school wide activities by parents of students who are in the lowest performing quartile.

G7.B1.S1 Workshops will be offered to parents whose students are in the lowest performing quartile in order to teach them how they can help their children perform better academically.

Action Step 1

Parent Workshop: How parents can help their children perform better academically.

Person or Persons Responsible

Parent Academy

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in Logs, Agenda

Facilitator:

Parent Academy Liaison

Participants:

Parents, Pk-5 Teachers

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

Monitor participation of parents whose students are in the lowest performing quartile or subgroups not meeting AMOs in one or more parent engagement opportunities

Person or Persons Responsible

Administrative Team, Parent Academy Liaison

Target Dates or Schedule

Quarterly

Evidence of Completion

Academy Workshop Sign-in Sheets

Plan to Monitor Effectiveness of G7.B1.S1

Monitor increase in participation from parents whose students are in the lowest performing quartile or subgroups not meeting AMOs in one or more parent engagement opportunities

Person or Persons Responsible

PTA Volunteer coordinator

Target Dates or Schedule

Quarterly

Evidence of Completion

Parent survey of participation

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.

G6. In monitoring the Early Warning Systems, the goal for our school will be to increase student attendance, decrease students retained in PreK-5, decrease students' non-proficient reading by 3rd grade, and decrease students with behavioral referrals.

G6.B1 The results of the 2012-2013 Early Warning Systems data indicate that students who miss 10 percent or more of available instructional time is 3%. The goal for the 2013-2014 school year is to decrease the amount of students by one percentage point to 2%.

G6.B1.S1 Parents would be advised of the District attendance policy that requires a physician note after 5 absences each semester. An Attendance Review Committee meeting will be held after the fifth unexcused absence each semester, including the School's Social Worker to provide strategies for parents and students.

PD Opportunity 1

Record on Electronic Gradebook

Facilitator

Truancy, facilitated by Counselor

Participants

Pk-5 Teachers

Target Dates or Schedule

Daily Attendance

Evidence of Completion

Daily Attendance Bulletin

G7. Forty-Five percent of parents whose students are in the lowest performing quartile or subgroups not meeting AMOs have participated in one or more parent engagement opportunities. Our goal is to increase this percentage to fifty percent.

G7.B1 Our challenge has been the lack of interest for participation in school wide activities by parents of students who are in the lowest performing quartile.

G7.B1.S1 Workshops will be offered to parents whose students are in the lowest performing quartile in order to teach them how they can help their children perform better academically.

PD Opportunity 1

Parent Workshop: How parents can help their children perform better academically.

Facilitator

Parent Academy Liaison

Participants

Parents, Pk-5 Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in Logs, Agenda

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G4.	Based on the 2013 FCAT 2.0 Science data, 67% of students in Grade 5 achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 70%.	$25,000
	Total	$25,000

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
ACT	$25,000	$25,000
Total	$25,000	$25,000

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

G4. Based on the 2013 FCAT 2.0 Science data, 67% of students in Grade 5 achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 70%.

G4.B2 Results from the 2013 FCAT 2.0 Science indicate that 35% (36) of students in Grade 5 scored at Levels 4-5. Our goal for the 2014 FCAT 2.0 Science is for at least 36% of students to score at Levels 4-5, an increase of one percentage point.

G4.B2.S1 Provide opportunities for students to participate in Science enrichment activities via Fairchild Challenge, SECME, classroom science inquiry projects with Professor Q, and Elementary Science Fair.

Action Step 1

Students will participate in classroom science inquiry projects, with teacher and Professor Q, and articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation.

Resource Type

Personnel

Resource

An hourly employee providing hands-on science experiences to students.

Funding Source

ACT

Amount Needed

$25,000