2013-2014 SCHOOL IMPROVEMENT PLAN

Kendale Elementary School

10693 SW 93RD ST
Miami, FL 33176
305-274-2735
http://kendale.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	52%

Alternative/ESE Center	Charter School	Minority Rate
No	No	88%

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
Kendale Elementary School

Principal
Reginald Fox

School Advisory Council chair
Elizabeth Webster

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

Name	Title
Reginald Fox	Principal
Velda Christmas	Assistant Principal
Jaime Romero	5th Grade Chair
Debra Fortner	4th Grade Chair
Yvette Brizuela	3rd Grade Chair
Pamela Jennings	2nd Grade Chair
Susie Rodriguez	1st Grade Chair

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

Reginald Fox, principal; Elizabeth Webster, SAC Chair; Linda Gilbert, UTD Steward; Teachers: Pam Culshaw, Lissette Rodriguez, Scarlett Machado, Jaime Romero; Parents: Tracy Walter, Steve Jaramillo, Aned Willig, Raul Rodriguez, Christian Lievano, Olga Acebo; Educational Support: Denise Bischoff; Student: Simran Smith and Dade Business Partner: Jan Hurley

Involvement of the SAC in the development of the SIP

• The SAC assists in the development, review and monitoring of the implementation of the School Improvement Plan.
• The SAC assists in the decision making process and makes recommendations in the area of the

budget and curriculum.
• The SAC also reviews the needs and develops the budget for SAC funds.

Activities of the SAC for the upcoming school year

The SAC will do the following:
• Develop, review and monitor the implementation of the School Improvement Plan.
• Assist in the decision making process and make recommendations in the area of the budget and curriculum.
• Review needs and develop budget for SAC funds.

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

Provide hourly tutoring for FCAT level 1 & 2 students. The amount allocated for the hourly tutoring will be $2,390.

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:

Reginald Fox		
Principal	Years as Administrator: 6	Years at Current School: 0

Credentials	MATH & STATISTICS, B.S. MATH ED. M.S. ED LEADERSHIP, SPECIALIST
Performance Record	2013 – School Grade – C Rdg. Proficiency, 47% Math Proficiency, 37% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 54 points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 59 points Rdg. AMO –No Math AMO–No 2012 – This data will be different from the assistant principals because Mr. Fox was at a different school. 2012 – School Grade – B Rdg. Proficiency, 54% Math Proficiency, 43% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 69 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25%-67 points Rdg. AMO – Yes Math AMO – No 2011 and prior use original format. '11 '10 '09 School Grade C B ___ A High Standards Rdg. 63 60 85 High Standards Math 55 55 85 Lrng Gains-Rdg. 62 64 74 Lrng Gains-Math 65 68 78 Gains-Rdg-25% 71 65 55 Gains-Math-25% 63 69 68

Velda Christmas		
Asst Principal	Years as Administrator: 9	Years at Current School: 4

Credentials	BS in Management, Bethune- Cookman University, MS- Educational Leadership, Nova Southeastern University; Certification in Educational Leadership, Varying Exceptionalities, and Business Education
Performance Record	2013 – School Grade – A Rdg. Proficiency, 80% Math Proficiency, 82% Rdg. Lrg. Gains, 86 points Math Lrg. Gains, 78 points Rdg. Imp. of Lowest 25% - 86 points Math Imp. of Lowest 25%-78 points Rdg. AMO – No Math AMO – Yes 2012 – School Grade – A Rdg. Proficiency, 81% Math Proficiency, 78% Rdg. Lrg. Gains, 78 points Math Lrg. Gains, 85 points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25%-80 points Rdg. AMO – Yes Math AMO – Yes 2011 and prior use original format. '11 '10 '09 School Grade A A ___ A High Standards Rdg. 92 93 91 High Standards Math 93 86 88 Lrng Gains-Rdg. 76 79 80 Lrng Gains-Math 74 60 72 Gains-Rdg-25% 70 75 81 Gains-Math-25% 67 65 64

Classroom Teachers

# of classroom teachers
35

 # receiving effective rating or higher
35, 100%

 # Highly Qualified Teachers
80%

 # certified in-field
35, 100%

 # ESOL endorsed
33, 94%

 # reading endorsed
3, 9%

 # with advanced degrees
15, 43%

 # National Board Certified
5, 14%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
0, 0%

 # with 6-14 years of experience
17, 49%

 # with 15 or more years of experience
18, 51%

Education Paraprofessionals

# of paraprofessionals
4

 # Highly Qualified
1, 25%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # 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

Assign veteran teachers as "buddies" for new teachers, Schedule regular meetings of new teachers with Administration and Encourage current employees to submit referrals.

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

The beginning teacher would be sent to a District New Teacher Orientation, assigned to a mentor teacher in their assigned grade level and attend a new teacher training facilitated by administration at the school site.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.
While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Reginald Fox, Principal; Velda Christmas, Assistant principal; Yvette Brizuela, Intermediate Teacher; Elizabeth Webster, EESAC Chair; Greeidy Gonzalez, SPED Teacher; Gail Timmons, Primary Teacher; Jaime Romero, Intermediate Teacher; Mayra Brody, Gifted

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

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

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

Data Sources
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• EasyCBM
• STAR reading assessment
• Oral Reading Fluency Measures
• Voyager Phonemic Awareness and Phonics measures
• Success Maker Utilization and Progress Reports
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance
• Functional Assessment
• Frequency Monitoring

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

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

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 27,000

Kendale offers the Enlace program after school which provides quality learning time with a focus on reading. The program is intended to offer support to the lowest 25% or students in need of reading intervention. The school also offers ELL tutoring through the use of Title III funds.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected frequently after each Baseline and Interim Assessment is given. Students in the Enlace program are monitored for their progress.The data is then broken down and analyzed to identify which benchmarks are making satisfactory progress and which benchmarks need to be reinforced. Once the benchmarks have been identified the administration holds data chats with each grade level to pass on the information and make a plan to focus on the areas that need improvement.

Who is responsible for monitoring implementation of this strategy?

The Enlace program is monitored by the program coordinator, Tan Melton. The administration is responsible for monitoring the ELL tutoring groups.

Literacy Leadership Team (LLT)

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

Name	Title
Reginald Fox	Principal
Velda Christmas	Assistant Principal
Yvette Brizuela	Intermediate Teacher
Elizabeth Webster	EESAC Chair
Greeidy Gonzalez	SPED Teacher
Gail Timmons	Gifted Teacher
Mayra Brody	Gifted Teacher
Jaime Romero	Intermediate Teacher

How the school-based LLT functions

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, assistant

principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month. The functions of the LLT will be to: 1) Hold meetings at convenient times as needed. 2) Participate in ongoing data analysis and progress monitoring. 3) Suggest intervention, enrichment, and incentive strategies. 4) Review supplemental resources. 5) Offer professional development as needed.

Major initiatives of the LLT

The major initiative of the LLT will be to create capacity of reading knowledge within the school building and focus on areas of literacy concerns across the school. The LLT will: 1) Ensure implementation of CRRP with fidelity, utilizing Houghton Mifflin, the Core Reading program. 2) Enhance school wide reading performance through the use of site and web-based programs such as: Reading Plus in grades 3-5, Ticket To Read in grades K-2, STAR/ AR in grades 1-5 3) Implement the Voyager Passport and SuccessMaker programs for struggling readers in grades K-5. 4) Provide enrichment through the use of Reading Plus and Accelerated Reader.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Reading will be incorporated across the curriculum through the utilization of the CRISS philosophies and principles as well as the utilization of the practices presented in the Common Core Standards. All reading strategies should enhance teaching and learning in the content area classrooms. Professional development in reading is provided to teachers. The training focuses on effective learning strategies for reading across the curriculum.

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

In order to assist with the transition process, Kendale will go to pre-schools and VPK centers in the area to pass out fliers that promote Kendale.School tours are also available to prospective students. Parents are encouraged to attend school functions and they are also given a list of grade level expectations for kindergarten students.

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	83%	80%	No	85%
American Indian				
Asian				
Black/African American				
Hispanic	80%	76%	No	82%
White	96%	91%	Yes	96%
English language learners	68%	59%	No	72%
Students with disabilities	50%	43%	Yes	55%
Economically disadvantaged	80%	74%	No	82%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	23%	29%
Students scoring at or above Achievement Level 4	126	54%	55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		86%	87%
Students in lowest 25% making learning gains (FCAT 2.0)		86%	87%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	60	68%	71%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	32	37%	43%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	37	42%	48%

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	48	68%	71%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	81%	82%	Yes	83%
American Indian				
Asian				
Black/African American				
Hispanic	78%	82%	Yes	81%
White	91%	88%	Yes	92%
English language learners	68%	70%	Yes	72%
Students with disabilities	44%	70%	Yes	50%
Economically disadvantaged	76%	77%	Yes	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	73	31%	33%
Students scoring at or above Achievement Level 4	115	49%	50%

Learning Gains

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

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	29%	31%
Students scoring at or above Achievement Level 4	36	46%	47%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	75		100
Participation in STEM-related experiences provided for students	478	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	24	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	16	3%	2%
Students who are not proficient in reading by third grade	20	24%	22%
Students who receive two or more behavior referrals	12	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Raise the number of parents involved at school activities.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Number of parent engagement opportunities	30	50%	52%
Average number of parents in attendance at parent engagement opportunities	30	50%	52%
Percent of parents who participated in parent engagement opportunities	42	42%	45%
Percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities	10	9%	12%

Goals Summary

G1. The result of the 2013 FCAT 2.0 Reading Test indicate that 80% of students achieved Level 3 or above. Our goal for the 2013- 2014 school year is to ensure that at least 85% of our students achieve Level 3 or above.

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 68% of students scored 3.5 or above. Our goal for the 2013-2014 school year is to ensure that at least 71% of our students achieve at least level 3.5 proficiency on the 2014 FCAT Writing Test.

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 82% of students achieved level 3 or above proficiency. Our goal for the 2013- 2014 school year is to ensure that at least 83% of our students achieve level 3 or above proficiency.

G4. Our goal for the 2013- 2014 school year is to raise the percent of 5th grade students scoring at Level 3 or above from 75% to 76% on the 2014 administration of the Science FCAT 2.0 Assessment.

G5. The goal for the 2013-2014 school year is to increase the number of STEM-related experiences provided for students and to raise the participation level of STEM related activities.

G6. The overall goal for the 2013-2014 school year is to reduce the number students who miss 10 percent or more of available instructional time, students who are not proficient in reading by third grade and students who receive two or more behavior referrals.

G7. The goal for the 2013-2014 school year is to raise the number of parent engagement opportunities and percent of parents who participate in activities.

Goals Detail

G1. The result of the 2013 FCAT 2.0 Reading Test indicate that 80% of students achieved Level 3 or above. Our goal for the 2013- 2014 school year is to ensure that at least 85% of our students achieve Level 3 or above.

Targets Supported

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

Resources Available to Support the Goal

- Adninistration, Teachers, PTA, computers, Textbooks, Parents, Reading Plus, CRISS Strategies, Small Groups, Vertical Planning, Scoot Pad, Star Fall, Scholastic news, Story Works, SuccessMaker, AR, STAR, Destination, Ticket To Read, Brain Pop, Pacing Guide, Common Core Task Cards, McGraw Hill Resources, FAIR, and PMRN,

Targeted Barriers to Achieving the Goal

- The Hispanic, ELL and ED students did not make their AMO for 2013. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/ Research due to limited exposure to informational text. The goals for the 2013-2014 school year are as follows: The Hispanic sub-group has to raise their level of proficiency from 76% to 82%, the ELL sub-group from 59% to 72% and the ED sub-group from 74% to 82%.

- One area of deficiency noted on the 2013 administration of the FCAT 2.0 Reading Test for students scoring at a level 3 was Reporting Category 2 - Reading Application. Students may lack opportunities to work on key skills such as drawing conclusions, main idea, and using graphic organizers. The goal is to raise the percentage of students scoring a 3 from 23% to 25%.

- One area that showed minimal growth for students scoring a level 4 or higher was reporting Category 2 - Reading Application. Students lack opportunities for enrichment. The goal is to raise the percentage of students scoring a 4 or higher from 54% to 55%.

- In order to maintain and improve the percent of students making learning gains, fidelity to the Reading Intervention program must be consistent. The goal is to raise the percentage of students making learning gains from 86% to 87%.

- Students in the lower 25% may lack opportunities to consistently use computer research based programs. Some students might not have the opportunity to use Successmaker or other reading software programs. The goal is to raise the percentage of students in the lowest 25% who make learning gains from 86% to 87%.

- Students with limited English proficiency lack opportunities to present oral reports and practice key words and vocabulary. The goal is to raise the percentage of students proficient in listening and speaking from 68% to 71%.

- Students with limited English proficiency have limited opportunities on how to use key vocabulary and tier 2 words in the writing process. The goal is to raise the percentage of students proficient in writing from 42% to 48%.

- Students with limited English proficiency do not having opportunities to practice reading at home due to limited parental support and command of the English language. Students also have limited exposure to computer based programs. The goal is to raise the percentage of students proficient in reading from 37% to 43%.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be reviewed as needed

Person or Persons Responsible

LLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: FAIR, District Interim Assessments, Accelerated Reader and Reading Plus Reports and CELLA 2014 Test Results. Summative: Results from the 2014 FCAT 2.0 Reading Assessment will be used to monitor progress.

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 68% of students scored 3.5 or above. Our goal for the 2013-2014 school year is to ensure that at least 71% of our students achieve at least level 3.5 proficiency on the 2014 FCAT Writing Test.

Targets Supported

- Writing

Resources Available to Support the Goal

- Administrators, teachers, Essay Contests, Writing Journals, Monthly Writing Prompts, Data Chats, Morning Announcements, Incentives, Bulletin Boards, Writing Workshops, District Pre, Mid and Post Tests, Anchor Papers, Graphic Organizers and Rubrics

Targeted Barriers to Achieving the Goal

- Teachers may lack the knowledge to appropriately instruct on the writing process & mechanics.

- Staff and student buy-in for the competition, consistent scoring of essays & appropriate use of the writing rubric to score holistically.

- Teachers may lack the knowledge to appropriately grade writing holistically.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be reviewed as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

Certificate of PD completion. Student' scores on monthly writing prompts. District Writing Pre-tests and Interim Assessment Results from the 2014 FCAT 2.0 Writing Assessment will be used to monitor progress

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 82% of students achieved level 3 or above proficiency. Our goal for the 2013- 2014 school year is to ensure that at least 83% of our students achieve level 3 or above proficiency.

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

- Administrators,Teachers, para-professionals, manipulatives, Math Liaison, Math Word Walls, Brain Pop, Interactive Math Journals, PTA, Pacing Guide, Interim Assessments, Data Chats, Think Central Resources, Ten Marks, Go Math! Common Core series, Computers, SuccessMaker, Interventions, Scoot Pad, Destination, and small group instructions.

Targeted Barriers to Achieving the Goal

- The area of deficiency noted on the 2012 administration of the FCAT 2.0 Mathematics Test for students scoring level 3 was Reporting Category 1: Number: Operations, Problems, and Statistics in 3rd grade, and Reporting Category 3: Geometry and Measurement in grade 4 and Reporting Category 1: Number: Base Ten and Fractions in Grade 5. Students will need to be provided contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. The goal is to raise the percentage of students scoring a 3 from 31% to 32%.

- The area of deficiency noted on the 2012 administration of the FCAT 2.0 Mathematics Test for students scoring level 4 or higher was Reporting Category 1: Number: Operations, Problems, and Statistics in 3rd grade, and Reporting Category 3: Geometry and Measurement in grade 4 and Reporting Category 1: Number: Base Ten and Fractions in Grade 5. Students have limited opportunities for enrichment. The goal is to raise the percentage of students scoring a 4 or higher from 49% to 50%.

- Students have limited opportunities for mathematical exploration and development of numbers and operations, to make connections to real life practical applications of numbers. The goal is to raise the percentage of students making learning gains from 78% to 80%.

- Small group tutoring will be needed to assist in increasing the performance of the students in the lowest 25%. The goal is to raise the percentage of students in the lowest 25% making learning gains from 78% to 80%.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be reviewed as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

Go Math! Series Chapter Exams, District Interim Exams and Success Maker Reports. Results from the 2014 FCAT 2.0 Mathematics Assessment, Pre, Mid, & Post Baseline Exam will be used to monitor progress

G4. Our goal for the 2013- 2014 school year is to raise the percent of 5th grade students scoring at Level 3 or above from 75% to 76% on the 2014 administration of the Science FCAT 2.0 Assessment.

Targets Supported

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Administration, Teachers, Manipulatives, Science Word Walls, Science Interim Assessments, Bill Nye Videos, Science Journals, Weekly Science Labs, Data Chats, Gizmos Online Simulator, Brain Pop, Scott Foresman Science Series, Scott Foresman Science kits and Computer Lab.

Targeted Barriers to Achieving the Goal

- The area of deficiency noted on the 2012 administration of the FCAT 2.0 Science Test for students scoring at level 3 proficiency was Earth and Space and Physical Science. Students need a wider variety of hands-on inquiry-based learning opportunities to analyze, draw conclusions, and apply key scientific concepts. The goal is to raise the percentage of students scoring a 3 from 29% to 31%.

- Students need additional opportunities to engage in hands-on activities to increase scientific thinking as well as further instruction on Earth and Space Science and Physical Science as indicated by the 2012 FCAT 2.0 Science results for students scoring at level 4 or higher proficiency. The goal is to raise the percentage of students scoring a 4 or higher from 46% to 47%.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be reviewed as needed.

Person or Persons Responsible
LLT

Target Dates or Schedule:
Monthly

Evidence of Completion:
Classroom assessments, student authentic work samples and District Interim Assessments. Results from the 2014 FCAT 2.0 Science Assessment will be used to monitor progress

G5. The goal for the 2013-2014 school year is to increase the number of STEM-related experiences provided for students and to raise the participation level of STEM related activities.

Targets Supported

- STEM

- STEM - All Levels

Resources Available to Support the Goal

- Administration, Teachers, Manipulatives, Science Word Walls, Science Interim Assessments, Bill Nye Videos, Science Journals, Weekly Science Labs, Data Chats, Gizmos Online Simulator, Brain Pop, Scott Foresman Science Series, Scott Foresman Science kits and Computer Lab.

Targeted Barriers to Achieving the Goal

- Students will increase the number of experiences using the scientific method.

- The school will raise the percentage of students participating in STEM related experiences.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be reviewed as needed.

Person or Persons Responsible
LLT

Target Dates or Schedule:
Monthly

Evidence of Completion:
Results from the 2014 FCAT 2.0 Science Assessment and science project report will be used to monitor progress

G6. The overall goal for the 2013-2014 school year is to reduce the number students who miss 10 percent or more of available instructional time, students who are not proficient in reading by third grade and students who receive two or more behavior referrals.

Targets Supported

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Administrators, Teachers, Counselor, Parents, MTSS/RTI Team, School Social Worker, Progress Monitoring Plans (PMP), Functional Assessment of Behavior, Behavior Intervention Plan, Grades, Data Chats, FAIR Reports, Attendance Reports, Attendance Incentives, SuccessMaker, Para-Professionals and Computer Lab.

Targeted Barriers to Achieving the Goal

- Excessive student unexcused absences and tardies due to the large number of students with out-of-area transfers that do not live in our boundaries. The goal is to reduce the number of students who miss 10% or more of instructional time from 5% to 4%.

- Some students have a hard time decoding, interpreting and understanding words and are unable to put them together fluently for comprehension. The goal is to reduce the number of students who are not proficient in reading by third grade from 24% to 22%.

- Some students may be disruptive due to boredom or they may be seeking attention of their classmates. The goal is to maintain the number of students who receive behavioral referrals that lead to suspension from 0% to 0%.

- Another goal for the 2013-2014 school year is to reduce the number of students retained from 3% to 2%.

Plan to Monitor Progress Toward the Goal

Review of student PMP reports and feedback from teachers

Person or Persons Responsible
LLT

Target Dates or Schedule:
Ongoing

Evidence of Completion:
PMP Reports and Interim data.

G7. The goal for the 2013-2014 school year is to raise the number of parent engagement opportunities and percent of parents who participate in activities.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Administration, Teachers, Students, Parents, PTA, Marquee, Schools Website, Parent Calendars, Parent Survey, Class Websites, Email, Connect ED and Flyers

Targeted Barriers to Achieving the Goal

- Parents need information on how to help their children at home and be informed of events at the school.

Plan to Monitor Progress Toward the Goal

Parent Sign-In Logs will be used to monitor progress

Person or Persons Responsible

LLT

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Parent participation and volunteer sign-in logs

Action Plan for Improvement

Problem Solving Key

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

G1. The result of the 2013 FCAT 2.0 Reading Test indicate that 80% of students achieved Level 3 or above. Our goal for the 2013- 2014 school year is to ensure that at least 85% of our students achieve Level 3 or above.

G1.B1 The Hispanic, ELL and ED students did not make their AMO for 2013. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research due to limited exposure to informational text. The goals for the 2013-2014 school year are as follows: The Hispanic sub-group has to raise their level of proficiency from 76% to 82%, the ELL sub-group from 59% to 72% and the ED sub-group from 74% to 82%.

G1.B1.S1 Provide a variety of instructional strategies based on informational texts that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text through the use of the common core standards, AR, Reading Plus and Guided Reading Groups.

Action Step 1

Students should use grade-level appropriate non- fiction texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students should be provided practice in making inferences and drawing conclusions within and across texts. Students should be able to identify a correct summary statement. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: FAIR, District Interim Assessments, Accelerated Reader and Reading Plus Reports. Summative: Results from the 2013 FCAT 2.0 Reading Assessment will be used to monitor progress.

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be reviewed as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: FAIR, District Interim Assessments, Accelerated Reader and Reading Plus Reports. Summative: Results from the 2014 FCAT 2.0 Reading Assessment will be used to monitor progress.

Plan to Monitor Effectiveness of G1.B1.S1

Teachers will review AR and Reading Plus reports to determine effectiveness of strategies. Teachers will also review student work to check for correct usage of graphic organizers.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: FAIR, District Interim Assessments, Accelerated Reader and Reading Plus Reports. Summative: Results from the 2014 FCAT 2.0 Reading Assessment will be used to monitor progress.

G1.B2 One area of deficiency noted on the 2013 administration of the FCAT 2.0 Reading Test for students scoring at a level 3 was Reporting Category 2 - Reading Application. Students may lack opportunities to work on key skills such as drawing conclusions, main idea, and using graphic organizers. The goal is to raise the percentage of students scoring a 3 from 23% to 25%.

G1.B2.S1 Provide a variety of instructional strategies based on fiction and informational texts that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text through the use of the common core standards, AR, Reading Plus and Guided Reading Groups.

Action Step 1

Students should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students should be provided practice in making inferences and drawing conclusions within and across texts. Students should be able to identify a correct summary statement. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: FAIR, District Interim Assessments, Accelerated Reader and Reading Plus Reports. Summative: Results from the 2013 FCAT 2.0 Reading Assessment will be used to monitor progress.

Facilitator:

TBD

Participants:

Teachers

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be reviewed as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Teachers will review exams including district assessments to check for proficiency with fiction and informational text.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: FAIR, District Interim Assessments, Accelerated Reader and Reading Plus Reports. Summative: Results from the 2013 FCAT 2.0 Reading Assessment will be used to monitor progress.

G1.B3 One area that showed minimal growth for students scoring a level 4 or higher was reporting Category 2 - Reading Application. Students lack opportunities for enrichment. The goal is to raise the percentage of students scoring a 4 or higher from 54% to 55%.

G1.B3.S1 Enrichment will be provided from informational text through the use of Reading Plus and grade specific real world documents such as Time for Kids and Story Works to identify key text features such as subtitles, headings, charts, and graphs. Other instructional strategies will include cause/effect chain, informational text structure chart, one sentence summarizers, pattern puzzles, theme definition, common themes in literature and Venn diagrams.

Action Step 1

Students will identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and theme within texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: FAIR, District Interim Assessments, Accelerated Reader and Reading Plus Reports. Summative: Results from the 2013 FCAT 2.0 Reading Assessment will be used to monitor progress.

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

Following the FCIM, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: FAIR, District Interim Assessments, Accelerated Reader and Reading Plus Reports. Summative: Results from the 2013 FCAT 2.0 Reading Assessment will be used to monitor progress.

Plan to Monitor Effectiveness of G1.B3.S1

Grades and Quizzes from Story Works and Time For Kids will be reviewed. Reading Plus reports will be analyzed for proficiency in Informational Texts.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: FAIR, District Interim Assessments, Accelerated Reader and Reading Plus Reports. Summative: Results from the 2013 FCAT 2.0 Reading Assessment will be used to monitor progress.

G1.B4 In order to maintain and improve the percent of students making learning gains, fidelity to the Reading Intervention program must be consistent. The goal is to raise the percentage of students making learning gains from 86% to 87%.

G1.B4.S1 Provide a variety of instructional strategies that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text through the use of SuccessMaker and Reading intervention classes.

Action Step 1

Students will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify a correct summary statement. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.

Person or Persons Responsible

Teachers and Para-Professionals

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: FAIR, District Interim Assessments, Accelerated Reader and Reading Plus Reports. Summative: Results from the 2014 FCAT 2.0 Reading Assessment will be used to monitor progress.

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be reviewed as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: FAIR, District Interim Assessments, Accelerated Reader and Reading Plus Reports.
Summative: Results from the 2014 FCAT 2.0 Reading Assessment will be used to monitor progress.

Plan to Monitor Effectiveness of G1.B4.S1

Successmaker reports will be reviewed on a weekly basis to monitor for effectiveness of strategy.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Formative: FAIR, District Interim Assessments, Accelerated Reader and Reading Plus Reports.
Summative: Results from the 2014 FCAT 2.0 Reading Assessment will be used to monitor progress.

G1.B5 Students in the lower 25% may lack opportunities to consistently use computer research based programs. Some students might not have the opportunity to use Successmaker or other reading software programs. The goal is to raise the percentage of students in the lowest 25% who make learning gains from 86% to 87%.

G1.B5.S1 Students lack opportunities to consistently use computer research based programs. Some students might not have the opportunity to use Successmaker or other reading software programs.

Action Step 1

Provide a variety of instructional strategies with an emphasis on informational reading including: making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text through the use of SuccessMaker during intervention classes throughout the school day.

Person or Persons Responsible

Teachers and Para-Professionals

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: FAIR, District Interim Assessments, Accelerated Reader and Reading Plus Reports. Summative: Results from the 2014 FCAT 2.0 Reading Assessment will be used to monitor progress.

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be reviewed as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: FAIR, District Interim Assessments, Accelerated Reader and Reading Plus Reports. Summative: Results from the 2014 FCAT 2.0 Reading Assessment will be used to monitor progress.

Plan to Monitor Effectiveness of G1.B5.S1

Students that have been identified in the lowest 25% will be given intervention classes using Successmaker. Successmaker reports will be reviewed on a weekly basis to monitor for effectiveness.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Formative: FAIR, District Interim Assessments, Accelerated Reader and Reading Plus Reports. Summative: Results from the 2014 FCAT 2.0 Reading Assessment will be used to monitor progress.

G1.B6 Students with limited English proficiency lack opportunities to present oral reports and practice key words and vocabulary. The goal is to raise the percentage of students proficient in listening and speaking from 68% to 71%.

G1.B6.S1 Provide opportunities for students to speak and understand spoken English.

Action Step 1

Monitor and adapt speech to ELL students: Adapt speech to meet the students' level of understanding of English. Provide specific explanations of key words and vocabulary, using examples and nonlinguistic props when possible.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, Tests and CELLA 2014 Test Results

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be reviewed as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests and CELLA 2014 Test Results

Plan to Monitor Effectiveness of G1.B6.S1

Teachers will observe and listen to students speak in English to monitor for effectiveness.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests and CELLA 2014 Test Results

G1.B7 Students with limited English proficiency have limited opportunities on how to use key vocabulary and tier 2 words in the writing process. The goal is to raise the percentage of students proficient in writing from 42% to 48%.

G1.B7.S1 Emphasize key vocabulary in various context to the students.

Action Step 1

Expose ELL students to the meaning of basic words or key vocabulary along with providing sufficient review and reinforcement in the writing process.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, Tests and CELLA 2014 Test Results

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be reviewed as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests and CELLA 2014 Test Results

Plan to Monitor Effectiveness of G1.B7.S1

Teachers will review student writing samples and listen to them speak orally to check for an understanding oof vocabulary words.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests and CELLA 2014 Test Results

G1.B8 Students with limited English proficiency do not having opportunities to practice reading at home due to limited parental support and command of the English language. Students also have limited exposure to computer based programs. The goal is to raise the percentage of students proficient in reading from 37% to 43%.

G1.B8.S1 Use a variety of activities to provide enough practice so that words are read and spelled instantly and automatically.

Action Step 1

Practice words by chanting and writing them. Maintain high-frequency word walls which students use often in writing and through the use of Successmaker.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, Tests and CELLA 2014 Test Results

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be reviewed as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests and CELLA 2014 Test Results

Plan to Monitor Effectiveness of G1.B8.S1

Teachers will review spelling tests and observe students conversing in English to monitor for effectiveness of strategy.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests and CELLA 2014 Test Results

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 68% of students scored 3.5 or above. Our goal for the 2013-2014 school year is to ensure that at least 71% of our students achieve at least level 3.5 proficiency on the 2014 FCAT Writing Test.

G2.B1 Teachers may lack the knowledge to appropriately instruct on the writing process & mechanics.

G2.B1.S1 Provide PD on the four elements of writing: Focus, Organization, Conventions & Support. PD to include holistic scoring with writing rubric, peer editing and anchor papers for practice.

Action Step 1

Teachers will register for appropriate PD on the elements of writing. A writing schedule for monthly assessments will be created. Teachers will meet with students who score below mastery to review and revise work.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Certificate of PD completion. Student' scores on monthly writing prompts. District Writing Pre-tests and Interim Assessment Results from the 2014 FCAT 2.0 Writing Assessment will be used to monitor progress

Facilitator:

Melissa Forney

Participants:

Administration and Teachers

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be reviewed as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Certificate of PD completion. Student' scores on monthly writing prompts. District Writing Pre-tests and Interim Assessment Results from the 2014 FCAT 2.0 Writing Assessment will be used to monitor progress

Plan to Monitor Effectiveness of G2.B1.S1

Teachers will review student papers to check for focus, conventions and support. Teachers will allow students to review and revise work from their peers. Teachers will monitor the effectiveness of the strategy based on a writing rubric.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Certificate of PD completion. Student' scores on monthly writing prompts. District Writing Pre-tests and Interim Assessment Results from the 2014 FCAT 2.0 Writing Assessment will be used to monitor progress

G2.B2 Staff and student buy-in for the competition, consistent scoring of essays & appropriate use of the writing rubric to score holistically.

G2.B2.S1 Implement school-wide monthly theme based writings as part of a competition. Winners will be rewarded with incentives, displayed in the school and shown on the morning announcements.

Action Step 1

A monthly writing prompt schedule will be created. Teachers will encourage students to participate and winners will be rewarded with incentives, displayed in the school and shown on the morning announcements.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student' scores on monthly writing prompts. District Writing Pre-tests and Interim Assessment Results from the 2014 FCAT 2.0 Writing Assessment will be used to monitor progress

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

Following writing rubrics and holistic scoring, essays will be reviewed and revised for scoring and deciding a winner at each grade level.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Student essays that have been collected for each prompt.

Plan to Monitor Effectiveness of G2.B2.S1

Teachers will review and select a winning paper for their class. The monthly writing competition will encourage students to write to their potential. Teachers will monitor for effectiveness based on a writing rubric.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Student essays that have been collected for each prompt.

G2.B3 Teachers may lack the knowledge to appropriately grade writing holistically.

G2.B3.S1 Provide PD on the four elements of writing: Focus, Organization, Conventions & Support. PD to include holistic scoring with writing rubric, peer editing and anchor papers for practice.

Action Step 1

Teachers will register for appropriate PD on the elements of writing. A writing schedule for monthly assessments will be created. Teachers will meet with students who score below mastery to review and revise work.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Certificate of PD completion. Student' scores on monthly writing prompts. District Writing Pre-tests and Interim Assessment Results from the 2014 FCAT 2.0 Writing Assessment will be used to monitor progress

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be reviewed as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Certificate of PD completion. Student' scores on monthly writing prompts. District Writing Pre-tests and Interim Assessment Results from the 2014 FCAT 2.0 Writing Assessment will be used to monitor progress

Plan to Monitor Effectiveness of G2.B3.S1

Teachers will review student papers to check for focus, conventions and support. Teachers will allow students to review and revise work from their peers. Teachers will monitor the effectiveness of the strategy based on a writing rubric.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Certificate of PD completion. Student' scores on monthly writing prompts. District Writing Pre-tests and Interim Assessment Results from the 2014 FCAT 2.0 Writing Assessment will be used to monitor progress

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 82% of students achieved level 3 or above proficiency. Our goal for the 2013- 2014 school year is to ensure that at least 83% of our students achieve level 3 or above proficiency.

G3.B1 The area of deficiency noted on the 2012 administration of the FCAT 2.0 Mathematics Test for students scoring level 3 was Reporting Category 1: Number: Operations, Problems, and Statistics in 3rd grade, and Reporting Category 3: Geometry and Measurement in grade 4 and Reporting Category 1: Number: Base Ten and Fractions in Grade 5. Students will need to be provided contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. The goal is to raise the percentage of students scoring a 3 from 31% to 32%.

G3.B1.S1 Provide students the opportunity to apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division. Extend numeric or graphic patterns beyond the next element or find one or more missing elements in a numeric or graphic pattern

Action Step 1

Students will develop critical skills for base ten and fractions and be provided with real world problems through SuccessMaker and the use of manipulatives.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Go Math! Series Chapter Exams, District Interim Exams and Success Maker Reports. Results from the 2014 FCAT 2.0 Mathematics Assessment, Pre, Mid, & Post Baseline Exam will be used to monitor progress

Facilitator:

Math Department

Participants:

Teachers

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be reviewed as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Go Math! Series Chapter Exams, District Interim Exams and Success Maker Reports. Results from the 2014 FCAT 2.0 Mathematics Assessment, Pre, Mid, & Post Baseline Exam will be used to monitor progress

Plan to Monitor Effectiveness of G3.B1.S1

Teachers will observe students work and math journals to ensure the inverse property is being utilized. Student results will be used to measure effectiveness of strategy.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Go Math! Series Chapter Exams, District Interim Exams and Success Maker Reports. Results from the 2014 FCAT 2.0 Mathematics Assessment, Pre, Mid, & Post Baseline Exam will be used to monitor progress

G3.B2 The area of deficiency noted on the 2012 administration of the FCAT 2.0 Mathematics Test for students scoring level 4 or higher was Reporting Category 1: Number: Operations, Problems, and Statistics in 3rd grade, and Reporting Category 3: Geometry and Measurement in grade 4 and Reporting Category 1: Number: Base Ten and Fractions in Grade 5. Students have limited opportunities for enrichment. The goal is to raise the percentage of students scoring a 4 or higher from 49% to 50%.

G3.B2.S1 Provide an opportunity for students to gain enrichment by engaging in mathematical discourse and problem solving activities through the use of cooperative student learning teams using the Share and Show section of each lesson in the Go Math! Series.

Action Step 1

Students will have the opportunity to construct, analyze, and draw conclusions about data displayed in a frequency table, bar graph, pictograph, or line plot.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Go Math! Series Chapter Exams, District Interim Exams and Success Maker Reports. Results from the 2014 FCAT 2.0 Mathematics Assessment, Pre, Mid, & Post Baseline Exam will be used to monitor progress

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be reviewed as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Go Math! Series Chapter Exams, District Interim Exams and Success Maker Reports. Results from the 2014 FCAT 2.0 Mathematics Assessment, Pre, Mid, & Post Baseline Exam will be used to monitor progress

Plan to Monitor Effectiveness of G3.B2.S1

Teachers will review work from enrichment opportunities including the Share and Show section of the Go Math! series. Enrichment opportunities should help students master targeted benchmark.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Go Math! Series Chapter Exams, District Interim Exams and Success Maker Reports. Results from the 2014 FCAT 2.0 Mathematics Assessment, Pre, Mid, & Post Baseline Exam will be used to monitor progress

G3.B3 Students have limited opportunities for mathematical exploration and development of numbers and operations, to make connections to real life practical applications of numbers. The goal is to raise the percentage of students making learning gains from 78% to 80%.

G3.B3.S1 Provide concrete real world examples of mathematical applications of numbers and operations through the use of manipulative, models, literacy connections, and technology.

Action Step 1

Focus on building a foundation for later understanding of functional relationships by providing students with learning experiences that require them to create rules that describe relationships and to describe relationships in context.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Go Math! Series Chapter Exams, District Interim Exams and Success Maker Reports. Results from the 2014 FCAT 2.0 Mathematics Assessment, Pre, Mid, & Post Baseline Exam will be used to monitor progress

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be reviewed as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Go Math! Series Chapter Exams, District Interim Exams and Success Maker Reports. Results from the 2014 FCAT 2.0 Mathematics Assessment, Pre, Mid, & Post Baseline Exam will be used to monitor progress

Plan to Monitor Effectiveness of G3.B3.S1

After giving instruction with the use of manipulatives and literacy connections, teachers will monitor for effectiveness based on student grades and work.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Go Math! Series Chapter Exams, District Interim Exams and Success Maker Reports. Results from the 2014 FCAT 2.0 Mathematics Assessment, Pre, Mid, & Post Baseline Exam will be used to monitor progress

G3.B4 Small group tutoring will be needed to assist in increasing the performance of the students in the lowest 25%. The goal is to raise the percentage of students in the lowest 25% making learning gains from 78% to 80%.

G3.B4.S1 Identify lowest 25% performing students in grades 3-5 and, based on instructional needs, provide academic support during the school day, as well as mathematical tutoring sessions.

Action Step 1

Students will identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts. Identify fact families that demonstrate the inverse relationship between multiplication and division

Person or Persons Responsible

Administration, Teachers, Para-Professionals

Target Dates or Schedule

Ongoing

Evidence of Completion

Go Math! Series Chapter Exams, District Interim Exams and Success Maker Reports. Results from the 2014 FCAT 2.0 Mathematics Assessment, Pre, Mid, & Post Baseline Exam will be used to monitor progress

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be reviewed as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Go Math! Series Chapter Exams, District Interim Exams and Success Maker Reports. Results from the 2014 FCAT 2.0 Mathematics Assessment, Pre, Mid, & Post Baseline Exam will be used to monitor progress.

Plan to Monitor Effectiveness of G3.B4.S1

Teachers and para=professionals will review intervention reports to determine effectiveness of strategy.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Go Math! Series Chapter Exams, District Interim Exams and Success Maker Reports. Results from the 2014 FCAT 2.0 Mathematics Assessment, Pre, Mid, & Post Baseline Exam will be used to monitor progress.

G4. Our goal for the 2013- 2014 school year is to raise the percent of 5th grade students scoring at Level 3 or above from 75% to 76% on the 2014 administration of the Science FCAT 2.0 Assessment.

G4.B1 The area of deficiency noted on the 2012 administration of the FCAT 2.0 Science Test for students scoring at level 3 proficiency was Earth and Space and Physical Science. Students need a wider variety of hands-on inquiry-based learning opportunities to analyze, draw conclusions, and apply key scientific concepts. The goal is to raise the percentage of students scoring a 3 from 29% to 31%.

G4.B1.S1 Continue to implement weekly science labs, Gizmos, reports and science journals to provide hands on activities for students to enhance scientific thinking; and to provide inquiry based activities that include ongoing literacy connections and technology connections.

Action Step 1

Teachers will Plan collaboratively on a weekly basis using the District Pacing Guide and Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic. Project Based Learning (PBL) will be promoted throughout the year. Develop Higher-Order Questioning Strategies using Explicit-Reflective instruction to enhance student thinking. Teachers will increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, student authentic work samples and District Interim Assessments. Results from the 2014 FCAT 2.0 Science Assessment will be used to monitor progress

Facilitator:

Science Department

Participants:

Teachers

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be reviewed as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom assessments, student authentic work samples and District Interim Assessments. Results from the 2014 FCAT 2.0 Science Assessment will be used to monitor progress

Plan to Monitor Effectiveness of G4.B1.S1

Teachers will review interactive science journals and Gizmo reports to determine effectiveness of strategy.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom assessments, student authentic work samples and District Interim Assessments. Results from the 2014 FCAT 2.0 Science Assessment will be used to monitor progress

G4.B2 Students need additional opportunities to engage in hands-on activities to increase scientific thinking as well as further instruction on Earth and Space Science and Physical Science as indicated by the 2012 FCAT 2.0 Science results for students scoring at level 4 or higher proficiency. The goal is to raise the percentage of students scoring a 4 or higher from 46% to 47%.

G4.B2.S1 Provide students opportunities to compare, contrast, interpret, analyze and explain science concepts during hands-on lab activities and classroom discussions to reinforce higher order thinking skills.

Action Step 1

Students will present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards. Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, student authentic work samples and District Interim Assessments. Results from the 2014 FCAT 2.0 Science Assessment will be used to monitor progress

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be reviewed as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom assessments, student authentic work samples and District Interim Assessments. Results from the 2014 FCAT 2.0 Science Assessment will be used to monitor progress

Plan to Monitor Effectiveness of G4.B2.S1

Teachers will review lab reports and weekly test scores to determine effectiveness of strategy.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom assessments, student authentic work samples and District Interim Assessments. Results from the 2014 FCAT 2.0 Science Assessment will be used to monitor progress

G5. The goal for the 2013-2014 school year is to increase the number of STEM-related experiences provided for students and to raise the participation level of STEM related activities.

G5.B1 Students will increase the number of experiences using the scientific method.

G5.B1.S1 Through the elementary science fair, students will be grounded in full inquiry, project-based learning that is aligned with standards-based instruction.

Action Step 1

Students will engage in hands-on, real-world STEM applications through projects and activities and incorporate an interdisciplinary approach to teaching and learning. The students will be required to explain verbally and in writing their science projects.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Completed science project

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be reviewed as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Results from the 2014 FCAT 2.0 Science Assessment and science project report will be used to monitor progress

Plan to Monitor Effectiveness of G5.B1.S1

Teachers will review and revise each step of the science project with students to ensure they have an understanding of the scientific process.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Results from the 2014 FCAT 2.0 Science Assessment and science project report will be used to monitor progress

G5.B2 The school will raise the percentage of students participating in STEM related experiences.

G5.B2.S1 Teachers will be given extra time in the schedule to allow for more hands-on experiences in the classroom across all grade levels.

Action Step 1

During the one hour block of science in the schedule, teachers will provide students with real world STEM activities. The students will also document their experiences in their interactive science journals.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Completed Science Journals, Science Fair Projects and Quizzes and Assessments.

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be reviewed as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Science Journals, Science Fair Project, Quizzes and Assessments.

Plan to Monitor Effectiveness of G5.B2.S1

Teachers will review lab reports and weekly test scores to monitor for effectiveness.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Science Journals, Science Fair Project, Quizzes and Assessments.

G6. The overall goal for the 2013-2014 school year is to reduce the number students who miss 10 percent or more of available instructional time, students who are not proficient in reading by third grade and students who receive two or more behavior referrals.

G6.B1 Excessive student unexcused absences and tardies due to the large number of students with out-of-area transfers that do not live in our boundaries. The goal is to reduce the number of students who miss 10% or more of instructional time from 5% to 4%.

G6.B1.S1 Students with 100% attendance for the nine weeks will receive a certificate, pencil and recognition at the quarterly honor roll assemblies.

Action Step 1

Students with 3 tardies and /or absences will see the counselor. Students with 5 tardies and/or absences will see the School's Social worker. Students with 6 or more tardies and absences will be seen by administration.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance rosters and District's quarterly and end-of-year attendance reports

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

Analysis of daily attendance rosters

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance rosters and District's quarterly and end-of-year attendance reports

Plan to Monitor Effectiveness of G6.B1.S1

Analysis of daily attendance rosters

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance rosters and District's quarterly and end-of-year attendance reports

G6.B2 Some students have a hard time decoding, interpreting and understanding words and are unable to put them together fluently for comprehension. The goal is to reduce the number of students who are not proficient in reading by third grade from 24% to 22%.

G6.B2.S1 Students identified by the FAIR assessment as struggling readers will be placed in an appropriate intervention program.

Action Step 1

The small-group, teacher-led center during the 90 minute reading block is the initial provision of intervention. Highly-qualified teachers plan and deliver intervention instruction designed to target specific student needs including explicit instruction on specific skills and the application of these skills in scaffolded, guided-reading lessons. Students in need of additional intervention will be scheduled to attend small group immediate intensive intervention for a minimum of 30 minutes daily in addition to the 90 minute reading block during the regular school day.

Person or Persons Responsible

Administration, Teachers and Para-Professionals

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of FAIR, Flickers, weekly reading tests and SAT results

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be reviewed as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Results of FAIR, Flickers, weekly reading tests and SAT results

Plan to Monitor Effectiveness of G6.B2.S1

Reports from Successmaker and other programs will be reviewed on a weekly basis to monitor for effectiveness.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Results of FAIR, Flickers, weekly reading tests and SAT results

G6.B3 Some students may be disruptive due to boredom or they may be seeking attention of their classmates. The goal is to maintain the number of students who receive behavioral referrals that lead to suspension from 0% to 0%.

G6.B3.S1 Recognize and address unique behavioral needs of students in a timely manner and ensure students fully understand the behavioral expectations according to the MDCPS Student Code of Conduct in order to reduce the number of in-door and outdoor suspensions.

Action Step 1

Ensure that effective strategies are provided to address unique behavioral needs and a student orientation will be held at the beginning of the year to review the components associated with MDCPS Student Code of Conduct in order to reduce the number of in-door and outdoor suspensions.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Referral and Suspension Reports

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

Review of student referral reports and feedback from teachers

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Referral and Suspension Reports

Plan to Monitor Effectiveness of G6.B3.S1

Review of student referral reports and feedback from teachers

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Referral and Suspension Reports

G6.B4 Another goal for the 2013-2014 school year is to reduce the number of students retained from 3% to 2%.

G6.B4.S1 Teachers will Identify students in need of interventions and meet with parents to develop strategies to enable the student to succeed.

Action Step 1

Teachers will identify struggling students and place them on a PMP. From that point teacher will monitor the student's progress and follow the appropriate steps. RTI process will be started if necessary. Intervention opportunities will be available to the student.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

PMP and Parent Contact Log

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

Student's progress will be monitored and appropriate intervention will be made by teacher.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Data Chats, PMP and Parent Contact Log

Plan to Monitor Effectiveness of G6.B4.S1

Student's progress towards mastering benchmarks and weekly grades.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Data Chats, PMP and Parent Contact Log

G7. The goal for the 2013-2014 school year is to raise the number of parent engagement opportunities and percent of parents who participate in activities.

G7.B1 Parents need information on how to help their children at home and be informed of events at the school.

G7.B1.S1 Conduct hands-on training for parents at all grade levels on FCAT Writing skills and strategies to use at home.Conduct PTA sponsored events throughout the year.

Action Step 1

Send home cheat-sheet with directions on how to access and use computer programs used in the classroom. Parent will sign to acknowledge receipt of instructions on how to access computer programs. Use flyers, Connect-Ed and e-mail to promote school activities. Set up room parents for each class to act as helping liason between parents and teachers.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent participation and volunteer sign-in logs

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

Parent Sign-In Logs will be used to monitor progress

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent participation and volunteer sign-in logs

Plan to Monitor Effectiveness of G7.B1.S1

Parent Sign-In Logs and volunteer logs will be used to monitor for effectiveness.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent participation and volunteer sign-in logs

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The result of the 2013 FCAT 2.0 Reading Test indicate that 80% of students achieved Level 3 or above. Our goal for the 2013- 2014 school year is to ensure that at least 85% of our students achieve Level 3 or above.

G1.B2 One area of deficiency noted on the 2013 administration of the FCAT 2.0 Reading Test for students scoring at a level 3 was Reporting Category 2 - Reading Application. Students may lack opportunities to work on key skills such as drawing conclusions, main idea, and using graphic organizers. The goal is to raise the percentage of students scoring a 3 from 23% to 25%.

G1.B2.S1 Provide a variety of instructional strategies based on fiction and informational texts that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text through the use of the common core standards, AR, Reading Plus and Guided Reading Groups.

PD Opportunity 1

Students should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students should be provided practice in making inferences and drawing conclusions within and across texts. Students should be able to identify a correct summary statement. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.

Facilitator

TBD

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: FAIR, District Interim Assessments, Accelerated Reader and Reading Plus Reports. Summative: Results from the 2013 FCAT 2.0 Reading Assessment will be used to monitor progress.

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 68% of students scored 3.5 or above. Our goal for the 2013-2014 school year is to ensure that at least 71% of our students achieve at least level 3.5 proficiency on the 2014 FCAT Writing Test.

G2.B1 Teachers may lack the knowledge to appropriately instruct on the writing process & mechanics.

G2.B1.S1 Provide PD on the four elements of writing: Focus, Organization, Conventions & Support. PD to include holistic scoring with writing rubric, peer editing and anchor papers for practice.

PD Opportunity 1

Teachers will register for appropriate PD on the elements of writing. A writing schedule for monthly assessments will be created. Teachers will meet with students who score below mastery to review and revise work.

Facilitator

Melissa Forney

Participants

Administration and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Certificate of PD completion. Student' scores on monthly writing prompts. District Writing Pre-tests and Interim Assessment Results from the 2014 FCAT 2.0 Writing Assessment will be used to monitor progress

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 82% of students achieved level 3 or above proficiency. Our goal for the 2013- 2014 school year is to ensure that at least 83% of our students achieve level 3 or above proficiency.

G3.B1 The area of deficiency noted on the 2012 administration of the FCAT 2.0 Mathematics Test for students scoring level 3 was Reporting Category 1: Number: Operations, Problems, and Statistics in 3rd grade, and Reporting Category 3: Geometry and Measurement in grade 4 and Reporting Category 1: Number: Base Ten and Fractions in Grade 5. Students will need to be provided contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. The goal is to raise the percentage of students scoring a 3 from 31% to 32%.

G3.B1.S1 Provide students the opportunity to apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division. Extend numeric or graphic patterns beyond the next element or find one or more missing elements in a numeric or graphic pattern

PD Opportunity 1

Students will develop critical skills for base ten and fractions and be provided with real world problems through SuccessMaker and the use of manipulatives.

Facilitator

Math Department

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Go Math! Series Chapter Exams, District Interim Exams and Success Maker Reports. Results from the 2014 FCAT 2.0 Mathematics Assessment, Pre, Mid, & Post Baseline Exam will be used to monitor progress

G4. Our goal for the 2013- 2014 school year is to raise the percent of 5th grade students scoring at Level 3 or above from 75% to 76% on the 2014 administration of the Science FCAT 2.0 Assessment.

G4.B1 The area of deficiency noted on the 2012 administration of the FCAT 2.0 Science Test for students scoring at level 3 proficiency was Earth and Space and Physical Science. Students need a wider variety of hands-on inquiry-based learning opportunities to analyze, draw conclusions, and apply key scientific concepts. The goal is to raise the percentage of students scoring a 3 from 29% to 31%.

G4.B1.S1 Continue to implement weekly science labs, Gizmos, reports and science journals to provide hands on activities for students to enhance scientific thinking; and to provide inquiry based activities that include ongoing literacy connections and technology connections.

PD Opportunity 1

Teachers will Plan collaboratively on a weekly basis using the District Pacing Guide and Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic. Project Based Learning (PBL) will be promoted throughout the year. Develop Higher-Order Questioning Strategies using Explicit-Reflective instruction to enhance student thinking. Teachers will increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards.

Facilitator

Science Department

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, student authentic work samples and District Interim Assessments. Results from the 2014 FCAT 2.0 Science Assessment will be used to monitor progress

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The result of the 2013 FCAT 2.0 Reading Test indicate that 80% of students achieved Level 3 or above. Our goal for the 2013- 2014 school year is to ensure that at least 85% of our students achieve Level 3 or above.	$450
G2.	The results of the 2013 FCAT 2.0 Writing Test indicate that 68% of students scored 3.5 or above. Our goal for the 2013-2014 school year is to ensure that at least 71% of our students achieve at least level 3.5 proficiency on the 2014 FCAT Writing Test.	$500
G3.	The results of the 2013 FCAT 2.0 Mathematics Test indicate that 82% of students achieved level 3 or above proficiency. Our goal for the 2013- 2014 school year is to ensure that at least 83% of our students achieve level 3 or above proficiency.	$2,390
	Total	$3,340

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Professional Development	Evidence-Based Materials	Total
School Funds	$450	$0	$0	$450
Shool Funds	$0	$500	$0	$500
SAC	$0	$0	$2,390	$2,390
Total	$450	$500	$2,390	$3,340

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

G1. The result of the 2013 FCAT 2.0 Reading Test indicate that 80% of students achieved Level 3 or above. Our goal for the 2013- 2014 school year is to ensure that at least 85% of our students achieve Level 3 or above.

G1.B2 One area of deficiency noted on the 2013 administration of the FCAT 2.0 Reading Test for students scoring at a level 3 was Reporting Category 2 - Reading Application. Students may lack opportunities to work on key skills such as drawing conclusions, main idea, and using graphic organizers. The goal is to raise the percentage of students scoring a 3 from 23% to 25%.

G1.B2.S1 Provide a variety of instructional strategies based on fiction and informational texts that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text through the use of the common core standards, AR, Reading Plus and Guided Reading Groups.

Action Step 1

Students should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students should be provided practice in making inferences and drawing conclusions within and across texts. Students should be able to identify a correct summary statement. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.

Resource Type

Other

Resource

Scholastic News

Funding Source

School Funds

Amount Needed

$450

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 68% of students scored 3.5 or above. Our goal for the 2013-2014 school year is to ensure that at least 71% of our students achieve at least level 3.5 proficiency on the 2014 FCAT Writing Test.

G2.B1 Teachers may lack the knowledge to appropriately instruct on the writing process & mechanics.

G2.B1.S1 Provide PD on the four elements of writing: Focus, Organization, Conventions & Support. PD to include holistic scoring with writing rubric, peer editing and anchor papers for practice.

Action Step 1

Teachers will register for appropriate PD on the elements of writing. A writing schedule for monthly assessments will be created. Teachers will meet with students who score below mastery to review and revise work.

Resource Type

Professional Development

Resource

Funding Source

Shool Funds

Amount Needed

$500

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 82% of students achieved level 3 or above proficiency. Our goal for the 2013- 2014 school year is to ensure that at least 83% of our students achieve level 3 or above proficiency.

G3.B4 Small group tutoring will be needed to assist in increasing the performance of the students in the lowest 25%. The goal is to raise the percentage of students in the lowest 25% making learning gains from 78% to 80%.

G3.B4.S1 Identify lowest 25% performing students in grades 3-5 and, based on instructional needs, provide academic support during the school day, as well as mathematical tutoring sessions.

Action Step 1

Students will identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts. Identify fact families that demonstrate the inverse relationship between multiplication and division

Resource Type

Evidence-Based Materials

Resource

Teacher led small group instruction

Funding Source

SAC

Amount Needed

$2,390