

2013-2014 SCHOOL IMPROVEMENT PLAN

Mater Brickell Preparatory Academy
2805 SW 32ND AVE
Miami, FL 33133
305-442-4992

School Demographics

| | | |
|---|------------------------------|---|
| School Type Elementary School | Title I No | Free and Reduced Lunch Rate 25% |
| Alternative/ESE Center No | Charter School Yes | Minority Rate 94% |

School Grades History

| | | | |
|---------------------|---------------------|----------------|----------------|
| 2013-14 A | 2012-13 C | 2011-12 | 2010-11 |
|---------------------|---------------------|----------------|----------------|

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

Mater Brickell Preparatory Academy

Principal

Governing Board, Sheila Caleo Gonzalez

School Advisory Council chair

Vivian Del Valle

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

| Name | Title |
|------------------|--------------------------|
| Vivian Del Valle | Lead Teacher/ Math Coach |
| Elizabeth Toledo | Reading Coach |
| Maggie Estrada | ESE Liason |

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1, teachers – 5, parents – 6, educational support-1, student – 1, community representative -1

Involvement of the SAC in the development of the SIP

The SAC reviews the SIP quarterly and makes recommendations for improvement.

Activities of the SAC for the upcoming school year

We will hold quarterly meetings to review the School Improvement Plan.

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

We will use the school improvement funds for after school tutoring.

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

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Governing Board, Sheila Caleo Gonzalez

Principal

Years as Administrator: 3

Years at Current School: 3

Credentials

Elementary Education
 Primary Education
 ESOL Endorsement
 Educational Leadership

Performance Record

2013 – School Grade – C
 Rdg. Proficiency, 62%
 Math Proficiency, 64%
 Rdg. Lrg. Gains, 73 points
 Math Lrg. Gains, 54 points
 Rdg. Imp. of Lowest 25% - 73 points
 Math Imp. of Lowest 25% - 54 points
 Rdg. AMO –No
 Math AMO–No
 2012 – School Grade – N/A
 Rdg. Proficiency, 76%
 Math Proficiency, 78%
 Rdg. Lrg. Gains, 83 points
 Math Lrg. Gains, 93 points
 Rdg. Imp. of Lowest 25% - 83 points
 Math Imp. of Lowest 25% - 93 points
 Rdg. AMO – N/A
 Math AMO– N/A
 AYP-Yes
 2011 – School Grade – A
 Rdg. Proficiency, 91%
 Math Proficiency, 93%
 Rdg. Lrg. Gains, 81 points
 Math Lrg. Gains, 84 points
 Rdg. Imp. of Lowest 25% -83 points
 Math Imp. of Lowest 25% -93 points
 Rdg. AMO –n/a
 Math AMO–n/a
 AYP-Yes
 2010 – School Grade –N/A
 Rdg. Proficiency, 91%
 Math Proficiency, 91%
 Rdg. Lrg. Gains, 60 points
 Math Lrg. Gains, 60 points
 Rdg. Imp. of Lowest 25% - 60 points
 Math Imp. of Lowest 25% - 60 points
 Rdg. AMO –N/A
 Math AMO– N/A
 AYP-Yes
 2009 – School Grade –A
 Rdg. Proficiency, 87%
 Math Proficiency, 77%
 Rdg. Lrg. Gains, 80 points

Math Lrg. Gains, 50 points
Rdg. Imp. of Lowest 25% - 84 points
Math Imp. of Lowest 25% - 55 points
Rdg. AMO -N/A
Math AMO- N/A

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Elizabeth Toledo

Full-time / School-based

Years as Coach: 1

Years at Current School: 1

Areas

Reading/Literacy

Credentials

Bachelors ESE K-12
 Certification in Elementary Education K-6
 Endorsement in ESOL
 Masters in Reading K-12

Performance Record

2013 – School Grade – C
 Rdg. Proficiency, 62%
 Math Proficiency, 64%
 Rdg. Lrg. Gains, 73 points
 Math Lrg. Gains, 54 points
 Rdg. Imp. of Lowest 25% - 73 points
 Math Imp. of Lowest 25% - 54 points
 Rdg. AMO –No
 Math AMO–No
 2012 – School Grade – A
 Rdg. Proficiency, 69%
 Math Proficiency, 62%
 Rdg. Lrg. Gains, 78 points
 Math Lrg. Gains, 55 points
 Rdg. Imp. of Lowest 25% - 78 points
 Math Imp. of Lowest 25% - 55 points
 Rdg. AMO – N/A
 Math AMO– N/A
 AYP-Yes
 2011 – School Grade – C
 Rdg. Proficiency, 69%
 Math Proficiency, 77%
 Rdg. Lrg. Gains, 58 points
 Math Lrg. Gains, 47 points
 Rdg. Imp. of Lowest 25% -47 points
 Math Imp. of Lowest 25% -53 points
 Rdg. AMO –n/a
 Math AMO–n/a
 AYP-No
 2010 – School Grade –B
 Rdg. Proficiency, 59%
 Math Proficiency, 76%
 Rdg. Lrg. Gains, 58 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% - 58 points
 Math Imp. of Lowest 25% - 67 points
 Rdg. AMO –N/A
 Math AMO– N/A
 AYP-Yes
 2009- Still in college; not teaching.

Vivian Del Valle

Full-time / School-based

Years as Coach: 1

Years at Current School: 2

Areas

Mathematics

Credentials

Bachelors in Elementary Education K-6

Endorsement in ESOL

Masters in Urban Education; Learning Technologies Track

Certificate in Educational Leadership

Certification in Math 6-9

Performance Record

2013 – School Grade – C

Rdg. Proficiency, 62%

Math Proficiency, 64%

Rdg. Lrg. Gains, 73 points

Math Lrg. Gains, 54 points

Rdg. Imp. of Lowest 25% - 73 points

Math Imp. of Lowest 25% - 54 points

Rdg. AMO –No

Math AMO–No

2012 – School Grade – N/A

Rdg. Proficiency, 76%

Math Proficiency, 78%

Rdg. Lrg. Gains, 83 points

Math Lrg. Gains, 93 points

Rdg. Imp. of Lowest 25% - 83 points

Math Imp. of Lowest 25% - 93 points

Rdg. AMO – N/A

Math AMO– N/A

AYP-Yes

2011 – School Grade – A

Rdg. Proficiency, 83%

Math Proficiency, 87%

Rdg. Lrg. Gains, 71 points

Math Lrg. Gains, 48 points

Rdg. Imp. of Lowest 25% -65 points

Math Imp. of Lowest 25% -62 points

Rdg. AMO –n/a

Math AMO–n/a

AYP-No

2010 – School Grade –A

Rdg. Proficiency, 89%

Math Proficiency, 88%

Rdg. Lrg. Gains, 75 points

Math Lrg. Gains, 69 points

Rdg. Imp. of Lowest 25% - 68 points

Math Imp. of Lowest 25% - 70 points

Rdg. AMO –N/A

Math AMO– N/A

AYP-Yes

2009 – School Grade –A

Rdg. Proficiency, 83%

Math Proficiency, 88%
 Rdg. Lrg. Gains, 62 points
 Math Lrg. Gains, 59 points
 Rdg. Imp. of Lowest 25% - 56 points
 Math Imp. of Lowest 25% - 56 points
 Rdg. AMO –N/A
 Math AMO– N/A
 AYP-Yes

Classroom Teachers

of classroom teachers

9

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

100%

certified in-field

9, 100%

ESOL endorsed

9, 100%

reading endorsed

1, 11%

with advanced degrees

1, 11%

National Board Certified

, 0%

first-year teachers

1, 11%

with 1-5 years of experience

8, 89%

with 6-14 years of experience

1, 11%

with 15 or more years of experience

, 0%

Education Paraprofessionals

of paraprofessionals

1

Highly Qualified

1, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

receiving effective rating or higher

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

Our school has an interview committee that interviews all new teachers to the school. We contact local Universities to advertise openings in our school. The principal closely reviews highly qualified status and certificates. Teachers are evaluated through frequent informal walkthroughs and formally twice a year using IPEGS. Walkthroughs are conducted by the Principal, Lead Teacher and Reading Coach.

Formal observations are completed by the Principal.

Teacher Mentoring Program/Plan

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

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

Lissette Cudilleiro will be mentored by Vivian del Valle.

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 Team at Mater Brickell will be supported through the effective and actively involved leadership that provides connections between the MTSS Framework with District/School Mission Statements to ensure alignment and procedures across classroom, grade, building, district, and state levels. The MTSS Team at Mater Brickell will be supported through the effective and actively involved leadership that provides connections between the MTSS Framework with District/School Mission Statements to ensure alignment and procedures across classroom, grade, building, district, and state levels. The MTSS will have ongoing facilitation to support planning, implementation, and evaluating effectiveness of services through the use of problem-solving process. The MTSS will collaboratively form partnerships with all stakeholders who would benefit with increases in student outcomes. The MTSS will use data from state and district assessments to support decision making. The school will provide coaching support to assist school and staff problem solving efforts and provide professional development to assist teachers in aligning student goals and staff needs. The MTSS will communicate outcomes and celebrate successes frequently. Ongoing facilitation to support planning, implementation, and evaluating effectiveness of services through the use of problem-solving process. The MTSS will collaboratively form partnerships with all stakeholders who would benefit with increases in student outcomes. The MTSS will use data from state and district assessments to support decision making. The school will provide coaching support to assist school and staff problem solving efforts and provide professional development

to assist teachers in aligning student goals and staff needs. The MTSS will communicate outcomes and celebrate successes frequently.

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

The Mater MTSS/RtI Team is comprised of administration, faculty, and staff. Principal: The principal will provide a common vision for the use of the data based decision making. The principal will ensure that the school based team is implementing RtI, provide support and schedule professional development to support RtI. The principal will also communicate with parents regarding RtI plans and activities. General Education Teachers: Participate in student data collection and employ intervention strategies.

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

The MTSS/RTI team will meet monthly to discuss, review, and analyze data. They will also discuss how data driven instruction is impacting the performance of the students at the school. The team will discuss interventions being implemented by the teachers as well as strategies being used to strengthen weak content clusters.

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

Progress Monitoring and Reporting Network (PMRN)
Florida Assessment for Instruction in Reading (FAIR)
Florida Comprehensive Assessment Test (FCAT) Scores from district stated averages
Interim Assessment Test
Edusoft data

Behavior: Teachers keep anecdotal records of student behavior

Data from aforementioned sources are used during data chats. Areas of weakness are identified and instruction is adjusted, Interim reports are used to form small groups for differentiated instruction.

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

The MTSS/RtI leadership team will provide professional development through best practices during common teacher planning times, grade level meetings, and monthly faculty meetings. In addition, teachers will be provided with professional development to correspond with the subject area they are teaching.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 2,880

The school uses after school tutoring and Saturday tutoring offered from January until the beginning of FCAT Testing. Enrichment opportunities are provided through differentiated instruction.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected quarterly through district interim assessments as well as weekly through school developed benchmark assessments. Data is analyzed during grade level meetings and quarterly data chats with the Principal, lead teacher, and reading coach, and classroom teachers.

Who is responsible for monitoring implementation of this strategy?

The MTSS/Rti and Leadership teams.

Literacy Leadership Team (LLT)

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

| Name | Title |
|-----------------------|---------------|
| Sheila Caleo Gonzalez | Principal |
| Vivian Del Valle | Lead Teacher |
| Elizabeth Toledo | Reading Coach |
| Maggie Estrada | ESE Liason |

How the school-based LLT functions

The LLT will meet monthly to review data and make program decisions. Reading teachers will model effective strategies, provide professional development and assist with monitoring progress and differentiated instruction. The principal will meet with the LLT regularly to discuss and plan professional development as well as district and state reading requirements.

Major initiatives of the LLT

The LLT will focus on utilizing the PMRN to determine accommodations in order to best impact student achievement. Data from interim assessments and FAIR will be utilized to address areas of need and guide instructional and intervention planning.

Every Teacher Contributes to Reading Instruction

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

All teachers are participating in Common Core Literacy Standards training and are expected to implement such throughout all content areas. ELA Common Core standards must be annotated in lesson plans across the curriculum. Teachers are planning collaboratively.

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 preschool children in the transitioning process the principal attended a meeting at the nearby United Way Center for Excellence. During this meeting, Ms. Gonzalez provided parents with information about the school. The school also hosts several school tours and information meetings to prospective parents who are interested in the school.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Our school holds a Career Day annually. Professionals from a variety of fields spend the day at our school speaking to students about their careers and how education is relevant to their area of expertise.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Our school holds a Career Day annually. Professionals from a variety of fields spend the day at our school speaking to students about their careers and how education is relevant to their area of expertise.

Strategies for improving student readiness for the public postsecondary level

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 | | 78% | | |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | | | | |
| Hispanic | | | | |
| White | | | | |
| English language learners | | | | |
| Students with disabilities | | | | |
| Economically disadvantaged | | | | |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 20 | 26% | 29% |
| Students scoring at or above Achievement Level 4 | 28 | 37% | 38% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | 55 | 73% | 76% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 55 | 73% | 76% |

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) | 15 | 47% | 52% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | <i>[data excluded for privacy reasons]</i> | | 35% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | <i>[data excluded for privacy reasons]</i> | | 27% |

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 | [data excluded for privacy reasons] | | 43% |
| 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 | | | | |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | | | | |
| Hispanic | | | | |
| White | | | | |
| English language learners | | | | |
| Students with disabilities | | | | |
| Economically disadvantaged | | | | |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 28 | 37% | 39% |
| Students scoring at or above Achievement Level 4 | 21 | 28% | 29% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains | 41 | 54% | 59% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 41 | 54% | 59% |

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 | [data excluded for privacy reasons] | | 32% |
| Students scoring at or above Achievement Level 4 | [data excluded for privacy reasons] | | 41% |

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) | 1 | | 2 |
| Participation in STEM-related experiences provided for students | 150 | 96% | 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 | 5 | 3% | 2% |
| Students retained, pursuant to s. 1008.25, F.S. | 4 | 3% | 2% |
| Students who are not proficient in reading by third grade | 7 | 41% | 37% |
| Students who receive two or more behavior referrals | 2 | 1% | 1% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 2 | 1% | 1% |

Middle School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time | 5 | 3% | 2% |
| Students who fail a mathematics course | 3 | 15% | 14% |
| Students who fail an English Language Arts course | 1 | 5% | 4% |
| Students who fail two or more courses in any subject | 1 | 5% | 4% |
| Students who receive two or more behavior referrals | 0 | 0% | 0% |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | | | |

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

Our goal is to increase the percent of parents involved in school activities to 80%. Limited knowledge of the English language is a barrier in providing knowledge of activities. Communication will be sent in English and in Spanish for all parent activities. Activities will be conducted in both languages. Modes of communication have been expanded to include school-wide mass text messaging through Remind101 service to remind parents of important information and upcoming events, both in English and Spanish. Principal will monitor implementation and review sign in sheets to determine the number of parents attending school or community events for effectiveness. Progress will be determined by analyzing sign in sheets for parent participation.

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Number of parent engagement opportunities | 11 | | |
| Average at parent engagement opportunities | 60 | | |
| Percent in lowest performing quartile or subgroups | 55 | | |

Goals Summary

- G1.** Based on the results of the 2013 FCAT 2.0 Reading Assessment, 62% of our students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to %.
- G2.** Based on the results of the 2013 FCAT Writing Assessment 37% of our students achieved a level 3.5 proficiency. Our goal for the 2013-2014 school year is to increase the level of writing proficiency to 43%.
- G3.** Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 64% of our students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percent of students achieving proficiency to %.
- G4.** Based on the results of the 2013 FCAT 2.0 Science Assessment, 70% of our students scored level 3 or above. Our goal for the 2013-2014 school year is to increase the percent of students scoring 3 or above to 73%.
- G5.** In order to prepare students for careers in science, technology, engineering and math, we will increase the number of STEM related activities and the percentage of participation.
- G6.** Our school does not currently offer CTE courses. Our goal for the 2013-2014 school year is to develop a plan to recruit and retain at least one teacher with CTE certification and to provide opportunities for current teachers to obtain CTE certification.
- G7.** Zero percent of students scored proficient in the Civics Baseline Assessment.
- G8.** As a school we will monitor early warning systems to reduce poor attendance rates, retention rates, and student suspensions in the elementary grades (K-5).
- G9.** As a school we will monitor early warning systems to reduce poor attendance rates, retention rates and suspensions in the middle grades (6-7).
- G10.** Our goal is to increase the percent of parents involved in school activities to 80%.

Goals Detail

G1. Based on the results of the 2013 FCAT 2.0 Reading Assessment, 62% of our students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to %.

Targets Supported

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

Resources Available to Support the Goal

- Accelerated Reader
- Reading Plus
- Test Maker Pro
- Time for Kids
- Scholastic Magazine
- Success Maker
- Vocabulary Workshop

Targeted Barriers to Achieving the Goal

- The Hispanic subgroup did not meet the AMO for the 2012-2013 school year. The area of deficiency in Grade 3 as noted on the 2013 administration of the FCAT Reading test was Reporting Category 3- Literary Analysis: Fiction and Non-fiction. Students need more exposure to non-fictional authentic literature.
- Twenty six percent of students scored a level 3 on the 2013 administration of the FCAT 2.0 Reading test. Grade 6 students showed a deficiency in Reading Application. Students need practice in identifying author's purpose, main idea, text structure, and comparing.
- Thirty-seven percent of our students achieved a level 4 or above on the 2013 administration of the FCAT 2.0 Reading Test. The area which will require students in grades 3-6 to maintain or improve performance was Reporting Category 4 -Informational Text and Research Process.
- Based on the results of the 2013 FCAT 2.0 Reading Assessment 73% of our students made learning gains. The area of deficiency for grades 3-6 was Reporting Category 1: Vocabulary due to lack of exposure to enriched vocabulary.
- Based on the results of the 2013 FCAT 2.0 Reading Assessment, 73% of student in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students in the lowest 25% making learning gains to 76%. The area of deficiency was Reporting Category 3-Literary Analysis. Fiction and Non-Fiction. Students need targeted interventions using the day and beyond the school day in order to continue making gains.
- Forty-seven percent of students scored proficient in the Listening/Speaking category of the 2013 CELLA. Students have limited opportunities to practice listening/speaking English at home.
- Twenty-eight percent of students scored proficient in the Reading category of the 2013 CELLA. Students have limited vocabulary due to limited English Proficiency.
- Nineteen percent of students scored proficient in the Writing category of the 2013 CELLA. Students have poor command of language due to limited English proficiency. Students show a weakness in sentence structure and organization of ideas.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from interim assessments and FCAT 2.0.

Person or Persons Responsible

LLT and Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments District Interim Assessments Summative Assessments- Results of the 2014 FCAT 2.0

G2. Based on the results of the 2013 FCAT Writing Assessment 37% of our students achieved a level 3.5 proficiency. Our goal for the 2013-2014 school year is to increase the level of writing proficiency to 43%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Melissa Forney FCAT Writing Teacher Training.
- Students will use writing tool as a reference/guide during writing instruction.

Targeted Barriers to Achieving the Goal

- Thirty-seven percent of the students achieved a level 3.5 proficiency in the 2013 administration of the FCAT Writing Test. Students demonstrated a weakness in focus and organization in the writing process.
- Twenty-six percent of students achieved a level 4.0 or above in the 2013 administration of the FCAT Writing Test. Students demonstrated a weakness in support and conventions in the writing process.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from interim assessments and FCAT 2.0.

Person or Persons Responsible

LLT and Leadership Teams

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments - District Interim Assessments Summative Assessments- Results of the 2014 FCAT 2.0

G3. Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 64% of our students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percent of students achieving proficiency to %.

Targets Supported

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

Resources Available to Support the Goal

- iReady
- ALEKS
- FCAT Test Maker Pro
- Success Maker
- Florida Ready

Targeted Barriers to Achieving the Goal

- Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 28% of our students scored at level 4 or above. Our goal for the 2013-2014 school year is to increase the percent of students scoring at level 4 or above to 29%. The area of deficiency in Grade 6 was Reporting Category 3- Geometry and Measurement. There is a need for additional practice and enrichment; and to engage students in project based activities.
- The school's overall math performance was low. Subsequently, the ED subgroup did not meet the 2012-2013 AMO. The area of deficiency in Grades 3 and 4 was Reporting Category 2- Number Fractions. Students are struggling with number sense concepts. There is a need for consistent small group differentiated instruction during the mathematics instructional block.
- Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 54% of our made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students making learning gains to 59%. The area of deficiency in Grades 5 and 6 test was Reporting Category 3- Geometry and Measurement. There is a need for additional practice in general mathematics concepts.
- Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 54% of our students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students in the lowest 25% making learning gains to 59%. The area of deficiency in Grade 5 Reporting Category 1- Base Tens and Fractions. There is a need for remediation and intervention.
- Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 37% of our students scored at level 3. Our goal for the 2013-2014 school year is to increase the percent of students scoring at level 3 to 39%. The area of deficiency in Grade 6 was Reporting Category 3- Geometry and Measurement. There is a need for additional practice and enrichment; and to engage students in project based activities.
- The school's overall math performance was low. Subsequently, the Hispanic and ELL subgroups did not meet the 2012-2013 AMO. The area of deficiency in Grades 3 and 4 was Reporting Category 2- Number Fractions. Students are struggling with number sense concepts. There is a need for consistent small group differentiated instruction during the mathematics instructional block.

Plan to Monitor Progress Toward the Goal

Follow FCIM to review data reports from assessments and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

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

G4. Based on the results of the 2013 FCAT 2.0 Science Assessment, 70% of our students scored level 3 or above. Our goal for the 2013-2014 school year is to increase the percent of students scoring 3 or above to 73%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Gizmos
- Pearson Science
- Sciencosaur

Targeted Barriers to Achieving the Goal

- Thirty percent of students scored at level 3. The area of deficiency in Grade 5 as noted on the 2013 administration of the FCAT Science test was Reporting Category 1- Nature of Science. Students need more practice with the scientific method through science labs.
- Forty percent of students score level 4 and above. The area of deficiency in Grade 5 as noted on the 2013 administration of the FCAT Science test was Reporting Category 3- Physical science Science. Students need more hands on activities to understand the principles of physical science.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, review assessment data reports and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessments: Baseline and Interim Assessments Summative Assessment: 2014 FCAT

G5. In order to prepare students for careers in science, technology, engineering and math, we will increase the number of STEM related activities and the percentage of participation.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Discovery Education
- Safari Montage
- Gizmos

Targeted Barriers to Achieving the Goal

- Last year Mater Brickell provided one STEM experience for students. Students participated in the school science fair. However, no students entered their project in the county science fair.
- Ninety six percent of students participated in the the school's science fair. Next year we will increase student participation to 98%. Students had difficulty adhering to science fair timeline

Plan to Monitor Progress Toward the Goal

Following the FCIM model, review assessment data reports and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessments: Baseline and Interim Assessments Summative Assessment: 2014 FCAT

G6. Our school does not currently offer CTE courses. Our goal for the 2013-2014 school year is to develop a plan to recruit and retain at least one teacher with CTE certification and to provide opportunities for current teachers to obtain CTE certification.

Targets Supported

- CTE

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- School has no CTE or STEM course offerings due to lack of teacher certification in CTE courses.

Plan to Monitor Progress Toward the Goal

CTE course offering for 2014-2015 school year.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

CTE course offering for 2014-215 school year.

G7. Zero percent of students scored proficient in the Civics Baseline Assessment.

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

- Pearson Civics Textbook

Targeted Barriers to Achieving the Goal

- The overall student performance was 39%. Students performed lowest in the Government Policies and Political Processes Reporting Category. There is a need for further instruction in this area.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, review assessment report data and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessments: Baseline and Interim Assessments Summative Assessments: 2014 FCAT

G8. As a school we will monitor early warning systems to reduce poor attendance rates, retention rates, and student suspensions in the elementary grades (K-5).

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Incentives for perfect attendance
- Success Maker
- After school/Saturday tutoring

Targeted Barriers to Achieving the Goal

- Three percent of students missed 10% or more of available instructional time. Parents are unaware of the educational impact of excessive absences.
- Three percent of students were retained in 2013 and 41% were not proficient in reading by third grade.
- One percent of students received behavior referrals.
- Fifteen percent of students in grade 6-7 failed a math course.
- Five percent of students in grades 6-7 failed an English/Language Arts course.
- Five percent of students in grades 6-7 failed two or more courses.

Plan to Monitor Progress Toward the Goal

Use attendance, retention, and suspension data to monitor levels of early warning system indicators.

Person or Persons Responsible

Leadership team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Leadership team meetings

G9. As a school we will monitor early warning systems to reduce poor attendance rates, retention rates and suspensions in the middle grades (6-7).

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Incentives for perfect attendance
- Success Maker
- After school/Saturday tutoring

Targeted Barriers to Achieving the Goal

- Three percent of students missed 10% or more of available instructional time. Parents are unaware of the educational impact of excessive absences.
- Three percent of students were retained in 2013 and 41% were not proficient in reading by third grade.
- One percent of students received behavior referrals.
- Fifteen percent of students in grade 6-7 failed a math course.
- Five percent of students in grades 6-7 failed an English/Language Arts course.
- Five percent of students in grades 6-7 failed two or more courses.

Plan to Monitor Progress Toward the Goal

Use attendance, retention, and suspension data to monitor levels of early warning system indicators.

Person or Persons Responsible

Leadership team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Leadership team meetings

G10. Our goal is to increase the percent of parents involved in school activities to 80%.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Remind 101
- Email blasts

Targeted Barriers to Achieving the Goal

- Limited knowledge of the English language is a barrier in providing knowledge of activities.

Plan to Monitor Progress Toward the Goal

Monitor parent completion of volunteer hours and sign in sheets.

Person or Persons Responsible

Leadership team

Target Dates or Schedule:

End of year

Evidence of Completion:

Volunteer hour log and sign in sheets

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Based on the results of the 2013 FCAT 2.0 Reading Assessment, 62% of our students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to %.

G1.B1 The Hispanic subgroup did not meet the AMO for the 2012-2013 school year. The area of deficiency in Grade 3 as noted on the 2013 administration of the FCAT Reading test was Reporting Category 3- Literary Analysis: Fiction and Non-fiction. Students need more exposure to non-fictional authentic literature.

G1.B1.S1 Useful instructional strategies include: • story map • somebody/wanted/but/so • turning point graphic • Author's Toolbox for bringing a character to life • open mind • character chart • tools Author's use: Literary devices and Figurative language • text feature chart • text feature analysis

Action Step 1

Teach students to identify and interpret elements of story structure within a text. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward...and what did he say to let me know?" Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Facilitator:

Kathy Bumgardner

Participants:

Classroom teachers

Action Step 2

Students will use Reading Plus a minimum of three times a week to increase fluency ,comprehension, and vocabulary.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Plus Reports

Facilitator:

Sheila Caleo Gonzalez

Participants:

Teachers

Action Step 3

Students will select and read Accelerated Reader books from the library and take Accelerated Reader quizzes a minimum of once per week.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Accelerated Reader Reports

Facilitator:

Sheila Caleo Gonzalez

Participants:

Teachers

Action Step 4

Students will take STAR tests to monitor comprehension level and identify Accelerated Reader level.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

STAR Reports

Facilitator:

Sheila Caleo Gonzalez

Participants:

Teachers

Action Step 5

Expose students to non-fiction text. Teachers in grades 3-5 will incorporate Time for Kids into the curriculum. Teachers in grades 6-7 will use Scholastic Magazine.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work , Tests and Quizzes

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

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

Person or Persons Responsible

The MTSS/Rtl and Leadership teams (Principal, Lead Teacher, Reading Coach)

Target Dates or Schedule

Ongoing

Evidence of Completion

Informal walkthroughs, teacher observations, grade-level meetings, and quarterly data chats

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model, review data from assessment reports and adjust instruction as needed.

Person or Persons Responsible

MTSS/Rtl and Leadership teams

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests , Reading Plus reports , Accelerated Reader reports, STAR reports, Interim Assessment Reports

G1.B2 Twenty six percent of students scored a level 3 on the 2013 administration of the FCAT 2.0 Reading test. Grade 6 students showed a deficiency in Reading Application. Students need practice in identifying author's purpose, main idea, text structure, and comparing.

G1.B2.S1 graphic organizers (e.g., note taking, mapping); • summarization activities; • questioning the author; • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); • avoiding the interference of prior knowledge when answering a question; and • encouraging students to read from a wide variety of texts. • compare and contrast, a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film). • cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Action Step 1

Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, tests/quizzes

Facilitator:

Kathy Bumgardner

Participants:

Teachers

Action Step 2

Students will use Reading Plus to increase comprehension and fluency a minimum of three times per week.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Plus reports

Facilitator:

Participants:

Teacher

Action Step 3

Students will take STAR test to identify reading comprehension and Accelerated Reader levels.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

STAR reports

Facilitator:

Participants:

Teacher

Action Step 4

Teachers will expose students to non-fiction text and it's features by incorporating the use of Scholastic magazine into reading instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work , Tests/Quizzes

Action Step 5

Students will select and read library books and take Accelerated Reader quizzes a minimum of once per week.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Accelerated Reader quizzes

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

Follow the FCIM model, review assessment data and adjust instruction as needed.

Person or Persons Responsible

LLT and Leadership

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/tests, data reports, interim assessments

Plan to Monitor Effectiveness of G1.B2.S1

Following FCIM model, review assessment data and adjust instructions as needed.

Person or Persons Responsible

LLT and Leadership Teams

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessments: Interim Assessments Summative assessments: FCAT 2.0

G1.B3 Thirty-seven percent of our students achieved a level 4 or above on the 2013 administration of the FCAT 2.0 Reading Test. The area which will require students in grades 3-6 to maintain or improve performance was Reporting Category 4 -Informational Text and Research Process.

G1.B3.S1 Provide students opportunities to practice with real-world documents and to use text feature charts and text feature analysis.

Action Step 1

Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students should make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments including benchmarks.

Action Step 2

Students will use Reading Plus to increase fluency, vocabulary and comprehension a minimum of 3 times per week.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Plus reports

Action Step 3

Teachers will incorporate benchmark targeted instruction through the use of Florida Ready.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/tests

Action Step 4

Students will select and read library books and take Accelerated Reader quizzes a minimum of once per week.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Accelerated Reader reports

Action Step 5

Students will take STAR test to identify reading comprehension and Accelerated Reader levels.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

STAR reports

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, and interim assessments.

Plan to Monitor Effectiveness of G1.B3.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, and Interim Assessments.

G1.B4 Based on the results of the 2013 FCAT 2.0 Reading Assessment 73% of our students made learning gains. The area of deficiency for grades 3-6 was Reporting Category 1: Vocabulary due to lack of exposure to enriched vocabulary.

G1.B4.S1 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Students in grades 3-7 will expand their vocabulary using Vocabulary Workshop.

Action Step 1

Students would benefit from a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. Students should practice using context clues to distinguish the correct meaning of words that have multiple meanings. Teachers should emphasize placing questions in context by rereading to review what preceded and what followed the passage, paragraph, or sentence in question. Students should be able to distinguish literal from figurative interpretations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Action Step 2

Students will use Reading Plus to increase fluency, vocabulary, and reading comprehension a minimum of 3 times per week.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Plus Reports

Action Step 3

Teachers will incorporate supplemental benchmark targeted instruction using Florida Ready.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

quizzes/tests

Action Step 4

Students will participate in interventions through the Success Maker Program.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Successmaker Reports

Action Step 5

Teachers will expose students to a variety of text to enrich vocabulary. Grades 3-5 will use Time for Kids. Grades 6-7 will use Scholastic Magazine.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work , quizzes/tests.

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

Following FCIM model, assessment data will be analyzed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessments-Quizzes, Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, assessment data will be analyzed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessments-Vocabulary Workshop quizzes and tests, interim assessments, FCAT Test Maker Pro benchmark tests

G1.B5 Based on the results of the 2013 FCAT 2.0 Reading Assessment, 73% of student in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students in the lowest 25% making learning gains to 76%. The area of deficiency was Reporting Category 3-Literary Analysis. Fiction and Non-Fiction. Students need targeted interventions using the day and beyond the school day in order to continue making gains.

G1.B5.S1 • story map • somebody/wanted/but/so • turning point graphic • Author's Toolbox for bringing a character to life • open mind • character chart • tools Author's use: Literary devices and, Figurative language

Action Step 1

Teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Students should compare and contrast the point of view from different stories narrated, events or topics including the differences between first- and third-person narrations, firsthand or secondhand account. Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments

Action Step 2

Students will use Reading Plus a minimum of three times per week.

Person or Persons Responsible

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Plus reports

Action Step 3

Teachers will incorporate targeted Benchmark Instruction through the use of FCAT Test maker Pro.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

quizzes/tests

Action Step 4

Students will participate in Reading interventions through the use of Success Maker .

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Success Maker Reports

Action Step 5

Students will participate in mandatory after school and Saturday tutoring.

Person or Persons Responsible

Teachers

Target Dates or Schedule

January to FCAT administration

Evidence of Completion

Attendance logs and student work

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

Following the FCIM model, assessment data will be analyzed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, Interim Assessments

Plan to Monitor Effectiveness of G1.B5.S1

Using the FCIM model, assessment data will be analyzed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Quizzes/tests and interim assessments

G1.B6 Forty-seven percent of students scored proficient in the Listening/Speaking category of the 2013 CELLA. Students have limited opportunities to practice listening/speaking English at home.

G1.B6.S1 Increase student opportunities for listening/speaking by including ESOL strategies such as Language Experience Approach, Repetition, and Role playing.

Action Step 1

Facilitate experiences immediately followed by opportunities to discuss and write.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Following the FCIM model, review assessment data reports and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Regular classroom walk-throughs, formal observations, data chats, grade-level meetings.

Plan to Monitor Effectiveness of G1.B6.S1

Follow FCIM model by reviewing assessment data reports and readjusting instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Informal classroom walk-throughs, formal observations, quarterly data chats, grade-level meetings.

G1.B7 Twenty-eight percent of students scored proficient in the Reading category of the 2013 CELLA. Students have limited vocabulary due to limited English Proficiency.

G1.B7.S1 Improve reading skills by incorporating a variety of ESOL strategies such as activating prior knowledge, picture walks, predictions, QAR's, using task cards.

Action Step 1

Teachers should use visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual/graphic organizers should be used before presenting a reading passage. The provision of additional contextual information in the form of a visual should make the comprehension task easier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Following the FCIM model, review assessment data reports and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Informal classroom walk-throughs, formal observations, quarterly data chats, monthly grade-level meetings.

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM model, review assessment data reports and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Regular classroom walk-throughs, formal observations, quarterly data chats, monthly grade level meetings.

G1.B8 Nineteen percent of students scored proficient in the Writing category of the 2013 CELLA. Students have poor command of language due to limited English proficiency. Students show a weakness in sentence structure and organization of ideas.

G1.B8.S1 Use personal journals, reader's response journals, and shared writing.

Action Step 1

Students write in journals that record personal thoughts, feelings, ideas for exploration, and perplexing questions. The writer and reader is the same person and the contents are not necessarily shared with anyone else. Students also record their thoughts and questions about anything they are reading, including content area or research material. Reading response logs are important components of reading discussion groups in which students share their written responses to initiate and continue discussion about specific text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Following the FCIM model, review assessment data reports and adjust instruction as needed.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

Regular classroom walk-throughs, formal observations, quarterly data chats, monthly grade-level meetings.

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM model, review assessment data reports and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Regular classroom walk-throughs, formal observations, quarterly data chats, and monthly grade-level meetings.

G2. Based on the results of the 2013 FCAT Writing Assessment 37% of our students achieved a level 3.5 proficiency. Our goal for the 2013-2014 school year is to increase the level of writing proficiency to 43%.

G2.B1 Thirty-seven percent of the students achieved a level 3.5 proficiency in the 2013 administration of the FCAT Writing Test. Students demonstrated a weakness in focus and organization in the writing process.

G2.B1.S1 Students will develop and maintain a writers notebook using graphic organizers and strategies from the Melissa Forney writer's toolkit. Students will engage in collaborative discussions about their writing pieces with their peers and teachers.

Action Step 1

Teachers will administer and score school-wide monthly writing prompts and use results to guide instruction.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student writing samples.

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

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

Person or Persons Responsible

The MTSS/Rtl and Leadership teams (Principal, Lead Teacher, Reading Coach)

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly writing prompt scores

Plan to Monitor Effectiveness of G2.B1.S1

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

Person or Persons Responsible

The MTSS/Rtl and Leadership teams (Principal, Lead Teacher, Reading Coach)

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly writing prompt scores

G2.B2 Twenty-six percent of students achieved a level 4.0 or above in the 2013 administration of the FCAT Writing Test. Students demonstrated a weakness in support and conventions in the writing process.

G2.B2.S1 Students will complete activities that focus on support and conventions through differentiated instruction and whole group instruction. Students will be taught how to effectively plan using a graphic organizer.

Action Step 1

Students will complete activities that focus on support and conventions through differentiated instruction and whole group instruction. Students will be taught how to effectively plan using a graphic organizer. Students will complete daily writing activities that focus on support and conventions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Writer's notebook

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

Following FCIM review monthly writing prompt scores and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly writing prompt scores

Plan to Monitor Effectiveness of G2.B2.S1

Following FCIM, review monthly writing prompt scores

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly writing prompt scores

G3. Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 64% of our students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percent of students achieving proficiency to %.

G3.B1 Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 28% of our students scored at level 4 or above. Our goal for the 2013-2014 school year is to increase the percent of students scoring at level 4 or above to 29%. The area of deficiency in Grade 6 was Reporting Category 3- Geometry and Measurement. There is a need for additional practice and enrichment; and to engage students in project based activities.

G3.B1.S1 Develop thematic projects to help students understand, analyze, and determine the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), with the use of various tools (virtual and concrete manipulatives).

Action Step 1

Provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of manipulatives and engaging opportunities for practice.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments

Action Step 2

i-Ready

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Class Usage Reports and Student Usage Reports

Facilitator:

Marcelo Gomez

Participants:

Teachers

Action Step 3

Florida Ready

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and benchmark assessments

Action Step 4

ALEKS

Person or Persons Responsible

Teachers 6th & 7th

Target Dates or Schedule

Ongoing

Evidence of Completion

Class Usage Reports and Student Usage Reports

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

Follow the FCIM model to analyze data and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Tests/Quizzes, Interim Assessments, Weekly classroom walkthroughs

Plan to Monitor Effectiveness of G3.B1.S1

Follow FCIM model to analyze data and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Test/Quizzes, Interim assessments, ALEKS data reports

G3.B2 The school's overall math performance was low. Subsequently, the ED subgroup did not meet the 2012-2013 AMO. The area of deficiency in Grades 3 and 4 was Reporting Category 2- Number Fractions. Students are struggling with number sense concepts. There is a need for consistent small group differentiated instruction during the mathematics instructional block.

G3.B2.S1 Support mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments

Action Step 2

i-Ready

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Class Usage Reports and Student Usage Reports

Facilitator:

Marcelo Gomez

Participants:

Teachers

Action Step 3

Florida Ready

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and benchmark assessments

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

Follow the FCIM model to analyze assessment data and adjust instruction

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing through monthly grade level meetings and quarterly data chats.

Evidence of Completion

Quizzes/tests and interim assessments

Plan to Monitor Effectiveness of G3.B2.S1

Follow the FCIM model to analyze assessment data and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/tests, interim assessments

G3.B3 Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 54% of our made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students making learning gains to 59%. The area of deficiency in Grades 5 and 6 test was Reporting Category 3- Geometry and Measurement. There is a need for additional practice in general mathematics concepts.

G3.B3.S1 Support mathematical fluency and problem solving skills in the areas of determining the area of measurement conversions, area and volume, and coordinate plane by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/tests, interim assessments

Action Step 2

i-Ready

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Class Usage Reports and Student Usage Reports

Action Step 3

Successmaker

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Class Usage Reports and Student Usage Reports

Action Step 4

Florida Ready

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and benchmark assessments

Action Step 5

FCAT Tutoring

Person or Persons Responsible

Teachers

Target Dates or Schedule

January to FCAT administration

Evidence of Completion

Student Attendance Logs , and FCAT Testmaker Pro Assessments

Action Step 6

ALEKS

Person or Persons Responsible

Teachers 6th & 7th

Target Dates or Schedule

Ongoing

Evidence of Completion

Class Usage Reports and Student Usage Reports

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

Following FCIM model, data from assessment reports will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/tests, Tutoring Attendance Logs, ALEKS reports, Interim Assessments, iReady reports

Plan to Monitor Effectiveness of G3.B3.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/tests, interim assessments

G3.B4 Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 54% of our students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students in the lowest 25% making learning gains to 59%. The area of deficiency in Grade 5 Reporting Category 1- Base Tens and Fractions. There is a need for remediation and intervention.

G3.B4.S1 Add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

student work, site generated assessments

Action Step 2

i-Ready

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Class Usage Reports and Student Usage Reports

Action Step 3

Successmaker

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Class Usage Reports and Student Usage Reports

Action Step 4

FCAT Tutoring

Person or Persons Responsible

Teachers

Target Dates or Schedule

January to FCAT Administration

Evidence of Completion

Student Attendance Logs , and FCAT Testmaker Pro Assessments

Action Step 5

ALEKS

Person or Persons Responsible

Teachers 6th & 7th grade

Target Dates or Schedule

Ongoing

Evidence of Completion

Class Usage Reports and Student Usage Reports

Action Step 6

Florida Ready

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and benchmark assessments

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

Follow the FCIM model to review data from assessment reports and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/tests and interim assessments

Plan to Monitor Effectiveness of G3.B4.S1

Follow FCIM model to review assessment data reports and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/tests, interim assessments

G3.B5 Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 37% of our students scored at level 3. Our goal for the 2013-2014 school year is to increase the percent of students scoring at level 3 to 39%. The area of deficiency in Grade 6 was Reporting Category 3- Geometry and Measurement. There is a need for additional practice and enrichment; and to engage students in project based activities.

G3.B5.S1 Provide opportunities for students to: • compose, decompose, and transform polygons to create and identify other polygons • calculate the perimeter of polygons or figures composed of composite rectangles when the length of each side is given or can be deduced • measure objects to the nearest whole millimeter, centimeter, or inch and to the nearest half or quarter inch • determine the amount of time elapsed to the nearest hour or half hour

Action Step 1

Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-dimensional shapes/objects.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Action Step 2

Students in grades K-5 will use iReady computer based program.

Person or Persons Responsible

Teachers

Target Dates or Schedule

3 times a week

Evidence of Completion

iReady reports

Action Step 3

Students in grades 6-7 will use ALEKS computer based program .

Person or Persons Responsible

Teachers

Target Dates or Schedule

3 times a week

Evidence of Completion

ALEKS reports

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

Following the FCIM model , review data reports ,and adjust instruction as needed

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

Leadership team meetings

Plan to Monitor Effectiveness of G3.B5.S1

Following the FCIM model , review data reports ,and adjust instruction as needed

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

Leadership team meetings

G3.B6 The school's overall math performance was low. Subsequently, the Hispanic and ELL subgroups did not meet the 2012-2013 AMO. The area of deficiency in Grades 3 and 4 was Reporting Category 2- Number Fractions. Students are struggling with number sense concepts. There is a need for consistent small group differentiated instruction during the mathematics instructional block.

G3.B6.S1 Support mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Provide contexts for mathematical exploration and the development of student understanding through the use of manipulatives/models and engaging opportunities for practice.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments

Action Step 2

iReady

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Class usage reports and student usage reports

Action Step 3

Florida Ready

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and benchmark assessments

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

Following the FCIM mode, analyze assessment data and adjust instruction.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing through monthly grade level meetings and quarterly data chats.

Evidence of Completion

Quizzes/tests and interim assessments

Plan to Monitor Effectiveness of G3.B6.S1

Following the FCIM model, analyze assessment data and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/tests, interim assessments

G4. Based on the results of the 2013 FCAT 2.0 Science Assessment, 70% of our students scored level 3 or above. Our goal for the 2013-2014 school year is to increase the percent of students scoring 3 or above to 73%.

G4.B1 Thirty percent of students scored at level 3. The area of deficiency in Grade 5 as noted on the 2013 administration of the FCAT Science test was Reporting Category 1- Nature of Science. Students need more practice with the scientific method through science labs.

G4.B1.S1 Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic.

Action Step 1

Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic, as well as virtual Inquiry based activities through the use of Gizmo's.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Interim Assessments

Facilitator:

Participants:

Science Teachers

Action Step 2

Teachers will use Sciencosaur books to supplement instruction.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Following the FCIM model, review assessment data reports and adjust instructions as necessary.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Interim Assessment reports

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM model, review assessment data reports and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Interim assessment reports.

G4.B2 Forty percent of students score level 4 and above. The area of deficiency in Grade 5 as noted on the 2013 administration of the FCAT Science test was Reporting Category 3- Physical science Science. Students need more hands on activities to understand the principles of physical science.

G4.B2.S1 Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

Action Step 1

Students performing at the mastery level of this reporting category will consistently be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Action Step 2

Teachers will use Sciencesaurus to supplement curriculum

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Action Step 3

Students will participate in virtual scientific inquiries using Gizmos.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

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

Following FCIM ,review data reports, adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Leadership team meetings

Plan to Monitor Effectiveness of G4.B2.S1

Following FCIM ,review data reports, adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Leadership Team meetings

G5. In order to prepare students for careers in science, technology, engineering and math, we will increase the number of STEM related activities and the percentage of participation.

G5.B1 Last year Mater Brickell provided one STEM experience for students. Students participated in the school science fair. However, no students entered their project in the county science fair.

G5.B1.S1 Academic coaches facilitate lesson study for developing cross-curricular STEM lessons and train teachers on the use of Discovery education , Safari Montage, and Gizmos.

Action Step 1

Provide opportunities for students to apply literacy and STEM-related skills when solving real-world problems during math and science.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Following the FCIM model, review assessment data reports and adjust instruction as necessary

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work; interim assessments

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM model, review assessment data and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work; interim assessment results

G5.B2 Ninety six percent of students participated in the the school's science fair. Next year we will increase student participation to 98%. Students had difficulty adhering to science fair timeline

G5.B2.S1 Develop a timeline that will provide students with more time to complete steps of the project.

Action Step 1

Create timeline and inform both parents and students of such

Person or Persons Responsible

Science Fair Committee

Target Dates or Schedule

At least two months prior to Science fair in January

Evidence of Completion

Science Fair projects

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

Documentation of students completing and submitting projects according to the timeline.

Person or Persons Responsible

Teachers

Target Dates or Schedule

During Science Fair established timeline

Evidence of Completion

Science Fair rubrics

Plan to Monitor Effectiveness of G5.B2.S1

Number of students who completed the Science Fair project within the timeline

Person or Persons Responsible

Teachers, Science Fair Committee

Target Dates or Schedule

Science Fair project

Evidence of Completion

Judged projects

G6. Our school does not currently offer CTE courses. Our goal for the 2013-2014 school year is to develop a plan to recruit and retain at least one teacher with CTE certification and to provide opportunities for current teachers to obtain CTE certification.

G6.B1 School has no CTE or STEM course offerings due to lack of teacher certification in CTE courses.

G6.B1.S1 Teachers will begin taking courses that will lead to industry certification.

Action Step 1

Develop action plan for implementing CTE courses next year and identify teachers willing to obtain CTE certification.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Leadership Team meetings

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

Follow the development of the CTE course.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

CTE course offering for 2014-2015 school year.

Plan to Monitor Effectiveness of G6.B1.S1

Follow the development of the CTE course.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

CTE course offering for 2014-2015 school year.

G7. Zero percent of students scored proficient in the Civics Baseline Assessment.

G7.B1 The overall student performance was 39%. Students performed lowest in the Government Policies and Political Processes Reporting Category. There is a need for further instruction in this area.

G7.B1.S1 Emphasizes an in-depth understanding of democratic principles.

Action Step 1

Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim , Assessment data

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

Following the FCIM model, review assessment data reports and adjust instruction as necessary.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/tests and interim assessments

Plan to Monitor Effectiveness of G7.B1.S1

Following FCIM model, review assessment data reports and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Tests/Quizzes, Interim Assessment reports

G8. As a school we will monitor early warning systems to reduce poor attendance rates, retention rates, and student suspensions in the elementary grades (K-5).

G8.B1 Three percent of students missed 10% or more of available instructional time. Parents are unaware of the educational impact of excessive absences.

G8.B1.S1 Review attendance monthly and encourage good attendance through incentive program.

Action Step 1

Conduct perfect attendance assembly awards quarterly.

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Parent invitations to award assembly and perfect attendance certificates.

Action Step 2

Review attendance reports

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance referrals, excused absence logs

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Daily attendance uploads and daily teacher verification on bulletin.

Person or Persons Responsible

Attendance manager

Target Dates or Schedule

Daily

Evidence of Completion

Daily attendance bulletin

Plan to Monitor Effectiveness of G8.B1.S1

Daily attendance upload and teacher verification of attendance on bulletin.

Person or Persons Responsible

Attendance manager and teachers

Target Dates or Schedule

Daily

Evidence of Completion

Daily attendance bulletin

G8.B2 Three percent of students were retained in 2013 and 41% were not proficient in reading by third grade.

G8.B2.S1 Provide students with additional interventions and after school tutoring.

Action Step 1

Retained students will use Success Maker daily for 30 minutes.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Success Maker usage reports.

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Monitor school wide usage from admin account

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Class usage reports

Plan to Monitor Effectiveness of G8.B2.S1

Interim Assessment scores, 3rd grade portfolio results, 3rd grade reading FCAT scores

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Leadership Team meetings, data chat meetings

G8.B3 One percent of students received behavior referrals.

G8.B3.S1 Reduce level of student behavior referrals by encouraging students to abide by the student code of conduct.

Action Step 1

Recite character pledge daily during morning announcements.

Person or Persons Responsible

News Crew

Target Dates or Schedule

Daily

Evidence of Completion

Daily new script

Action Step 2

Marvelous Marlin Program in which students are rewarded for exhibiting exemplar character traits.

Person or Persons Responsible

Teachers and Leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

Nomination of students, awards, and recognition during morning announcements.

Action Step 3

Student of the Month program

Person or Persons Responsible

Teachers and Leadership

Target Dates or Schedule

Monthly

Evidence of Completion

Nomination of students, awards, and recognition during morning announcements.

Plan to Monitor Fidelity of Implementation of G8.B3.S1

Nominations for student of the month and Marvelous Marlin award by teachers

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Awards and morning announcements

Plan to Monitor Effectiveness of G8.B3.S1

Review discipline referral logs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Leadership Team

G8.B4 Fifteen percent of students in grade 6-7 failed a math course.

G8.B4.S1 Identify students scoring not proficient on FCAT math test and provide interventions, tutoring, and course recovery.

Action Step 1

Students will participate in Success Maker interventions daily for 30 minutes.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Success Maker usage reports.

Action Step 2

Students will participate in after school tutoring

Person or Persons Responsible

Teachers

Target Dates or Schedule

January to FCAT 2014 administration

Evidence of Completion

Tutoring attendance logs

Action Step 3

Students will be enrolled in course recovery.

Person or Persons Responsible

Leadership team and registrar

Target Dates or Schedule

At student registration

Evidence of Completion

Student schedule

Plan to Monitor Fidelity of Implementation of G8.B4.S1

Review tutoring attendance logs, Success Maker usage reports, and student grades in recovery courses.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

Leadership team

Plan to Monitor Effectiveness of G8.B4.S1

Review attendance rates, retention rates, and student referrals.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Leadership team meetings.

G8.B5 Five percent of students in grades 6-7 failed an English/Language Arts course.

G8.B5.S1 Identify students who failed an English/Language Arts course and provide differentiated instruction, tutoring, and course recovery.

Action Step 1

Teachers will provide differentiated instruction during grade level instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

multiple times per week as needed

Evidence of Completion

Lesson Plans

Action Step 2

Students will participate in after school tutoring.

Person or Persons Responsible

Teachers

Target Dates or Schedule

January to FCAT administration

Evidence of Completion

Tutoring attendance records

Action Step 3

Enroll students in recovery course.

Person or Persons Responsible

Leadership Team and Registrar

Target Dates or Schedule

At time of registration

Evidence of Completion

Student schedule

Plan to Monitor Fidelity of Implementation of G8.B5.S1

Monitor teacher lesson plans, tutoring attendance logs and student grades in recovery course.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Leadership team meetings

Plan to Monitor Effectiveness of G8.B5.S1

Review attendance, retention and suspension rates.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Leadership Team

G8.B6 Five percent of students in grades 6-7 failed two or more courses.

G8.B6.S1 Provide students who failed two or more courses with differentiated instruction and after school tutoring.

Action Step 1

Students will be instructed in small groups at their instructional level.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Action Step 2

Students will participate in after school tutoring.

Person or Persons Responsible

Teachers

Target Dates or Schedule

January to FCAT administration

Evidence of Completion

Tutoring attendance logs

Plan to Monitor Fidelity of Implementation of G8.B6.S1

Monitor tutoring attendance logs and conduct regular classroom walk-throughs.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Leadership Team meetings

Plan to Monitor Effectiveness of G8.B6.S1

Review student performance data

Person or Persons Responsible

Teachers and Leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

Data chats and leadership team meetings.

G9. As a school we will monitor early warning systems to reduce poor attendance rates, retention rates and suspensions in the middle grades (6-7).

G9.B1 Three percent of students missed 10% or more of available instructional time. Parents are unaware of the educational impact of excessive absences.

G9.B1.S1 Review attendance monthly and encourage good attendance through incentive program.

Action Step 1

Conduct perfect attendance assembly awards quarterly.

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Parent invitations to award assembly and perfect attendance certificates.

Action Step 2

Review attendance reports

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance referrals, excused absence logs

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Daily attendance uploads and daily teacher verification on bulletin.

Person or Persons Responsible

Attendance manager

Target Dates or Schedule

Daily

Evidence of Completion

Daily attendance bulletin

Plan to Monitor Effectiveness of G9.B1.S1

Daily attendance upload and teacher verification of attendance on bulletin.

Person or Persons Responsible

Attendance manager and teachers

Target Dates or Schedule

Daily

Evidence of Completion

Daily attendance bulletin

G9.B2 Three percent of students were retained in 2013 and 41% were not proficient in reading by third grade.

G9.B2.S1 Provide students with additional interventions and after school tutoring.

Action Step 1

Retained students will use Success Maker daily for 30 minutes.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Success Maker usage reports.

Plan to Monitor Fidelity of Implementation of G9.B2.S1

Monitor school wide usage from admin account

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Class usage reports

Plan to Monitor Effectiveness of G9.B2.S1

Interim Assessment scores, 3rd grade portfolio results, 3rd grade reading FCAT scores

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Leadership Team meetings, data chat meetings

G9.B3 One percent of students received behavior referrals.

G9.B3.S1 Reduce level of student behavior referrals by encouraging students to abide by the student code of conduct.

Action Step 1

Recite character pledge daily during morning announcements.

Person or Persons Responsible

News Crew

Target Dates or Schedule

Daily

Evidence of Completion

Daily new script

Action Step 2

Marvelous Marlin Program in which students are rewarded for exhibiting exemplar character traits.

Person or Persons Responsible

Teachers and Leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

Nomination of students, awards, and recognition during morning announcements.

Action Step 3

Student of the Month program

Person or Persons Responsible

Teachers and Leadership

Target Dates or Schedule

Monthly

Evidence of Completion

Nomination of students, awards, and recognition during morning announcements.

Plan to Monitor Fidelity of Implementation of G9.B3.S1

Nominations for student of the month and Marvelous Marlin award by teachers

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Awards and morning announcements

Plan to Monitor Effectiveness of G9.B3.S1

Review discipline referral logs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Leadership Team

G9.B4 Fifteen percent of students in grade 6-7 failed a math course.

G9.B4.S1 Identify students scoring not proficient on FCAT math test and provide interventions, tutoring, and course recovery.

Action Step 1

Students will participate in Success Maker interventions daily for 30 minutes.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Success Maker usage reports.

Action Step 2

Students will participate in after school tutoring

Person or Persons Responsible

Teachers

Target Dates or Schedule

January to FCAT 2014 administration

Evidence of Completion

Tutoring attendance logs

Action Step 3

Students will be enrolled in course recovery.

Person or Persons Responsible

Leadership team and registrar

Target Dates or Schedule

At student registration

Evidence of Completion

Student schedule

Plan to Monitor Fidelity of Implementation of G9.B4.S1

Review tutoring attendance logs, Success Maker usage reports, and student grades in recovery courses.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

Leadership team

Plan to Monitor Effectiveness of G9.B4.S1

Review attendance rates, retention rates, and student referrals.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Leadership team meetings.

G9.B5 Five percent of students in grades 6-7 failed an English/Language Arts course.

G9.B5.S1 Identify students who failed an English/Language Arts course and provide differentiated instruction, tutoring, and course recovery.

Action Step 1

Teachers will provide differentiated instruction during grade level instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

multiple times per week as needed

Evidence of Completion

Lesson Plans

Action Step 2

Students will participate in after school tutoring.

Person or Persons Responsible

Teachers

Target Dates or Schedule

January to FCAT administration

Evidence of Completion

Tutoring attendance records

Action Step 3

Enroll students in recovery course.

Person or Persons Responsible

Leadership Team and Registrar

Target Dates or Schedule

At time of registration

Evidence of Completion

Student schedule

Plan to Monitor Fidelity of Implementation of G9.B5.S1

Monitor teacher lesson plans, tutoring attendance logs and student grades in recovery course.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Leadership team meetings

Plan to Monitor Effectiveness of G9.B5.S1

Review attendance, retention and suspension rates.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Leadership Team

G9.B6 Five percent of students in grades 6-7 failed two or more courses.

G9.B6.S1 Provide students who failed two or more courses with differentiated instruction and after school tutoring.

Action Step 1

Students will be instructed in small groups at their instructional level.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Action Step 2

Students will participate in after school tutoring.

Person or Persons Responsible

Teachers

Target Dates or Schedule

January to FCAT administration

Evidence of Completion

Tutoring attendance logs

Plan to Monitor Fidelity of Implementation of G9.B6.S1

Monitor tutoring attendance logs and conduct regular classroom walk-throughs.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Leadership Team meetings

Plan to Monitor Effectiveness of G9.B6.S1

Review student performance data

Person or Persons Responsible

Teachers and Leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

Data chats and leadership team meetings.

G10. Our goal is to increase the percent of parents involved in school activities to 80%.

G10.B1 Limited knowledge of the English language is a barrier in providing knowledge of activities.

G10.B1.S1 Communication will be sent in English and in Spanish for all parent activities. Activities will be conducted in both languages.

Action Step 1

Review sign in sheets to determine the number of parents attending school or community events.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets

Action Step 2

Modes of communication have been expanded to include school-wide mass text messaging through Remind101 service to remind parents of important information and upcoming events, both in English and Spanish.

Person or Persons Responsible

Teachers and principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets

Action Step 3

Communication will be sent in English and in Spanish for all parent activities. Activities will be conducted in both languages.

Person or Persons Responsible

Teachers and principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Monitor parent completion of volunteer hours quarterly and send notification letter of hours completed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Volunteer hour logs

Plan to Monitor Effectiveness of G10.B1.S1

Monitor parent completion of volunteer hours quarterly and send notification letter of hours completed.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Quarterly

Evidence of Completion

Volunteer hour log and sign in sheets

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. Based on the results of the 2013 FCAT 2.0 Reading Assessment, 62% of our students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to %.

G1.B1 The Hispanic subgroup did not meet the AMO for the 2012-2013 school year. The area of deficiency in Grade 3 as noted on the 2013 administration of the FCAT Reading test was Reporting Category 3-Literary Analysis: Fiction and Non-fiction. Students need more exposure to non-fictional authentic literature.

G1.B1.S1 Useful instructional strategies include: • story map • somebody/wanted/but/so • turning point graphic • Author's Toolbox for bringing a character to life • open mind • character chart • tools Author's use: Literary devices and Figurative language • text feature chart • text feature analysis

PD Opportunity 1

Teach students to identify and interpret elements of story structure within a text. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward...and what did he say to let me know?" Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information.

Facilitator

Kathy Bumgardner

Participants

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

PD Opportunity 2

Students will use Reading Plus a minimum of three times a week to increase fluency ,comprehension, and vocabulary.

Facilitator

Sheila Caleo Gonzalez

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Plus Reports

PD Opportunity 3

Students will select and read Accelerated Reader books from the library and take Accelerated Reader quizzes a minimum of once per week.

Facilitator

Sheila Caleo Gonzalez

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Accelerated Reader Reports

PD Opportunity 4

Students will take STAR tests to monitor comprehension level and identify Accelerated Reader level.

Facilitator

Sheila Caleo Gonzalez

Participants

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

STAR Reports

G1.B2 Twenty six percent of students scored a level 3 on the 2013 administration of the FCAT 2.0 Reading test. Grade 6 students showed a deficiency in Reading Application. Students need practice in identifying author's purpose, main idea, text structure, and comparing.

G1.B2.S1 graphic organizers (e.g., note taking, mapping); • summarization activities; • questioning the author; • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); • avoiding the interference of prior knowledge when answering a question; and • encouraging students to read from a wide variety of texts. • compare and contrast, a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film). • cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

PD Opportunity 1

Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.

Facilitator

Kathy Bumgardner

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, tests/quizzes

PD Opportunity 2

Students will use Reading Plus to increase comprehension and fluency a minimum of three times per week.

Facilitator

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Plus reports

PD Opportunity 3

Students will take STAR test to identify reading comprehension and Accelerated Reader levels.

Facilitator

Participants

Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

STAR reports

G3. Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 64% of our students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percent of students achieving proficiency to %.

G3.B1 Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 28% of our students scored at level 4 or above. Our goal for the 2013-2014 school year is to increase the percent of students scoring at level 4 or above to 29%. The area of deficiency in Grade 6 was Reporting Category 3- Geometry and Measurement. There is a need for additional practice and enrichment; and to engage students in project based activities.

G3.B1.S1 Develop thematic projects to help students understand, analyze, and determine the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), with the use of various tools (virtual and concrete manipulatives).

PD Opportunity 1

i-Ready

Facilitator

Marcelo Gomez

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Class Usage Reports and Student Usage Reports

G3.B2 The school's overall math performance was low. Subsequently, the ED subgroup did not meet the 2012-2013 AMO. The area of deficiency in Grades 3 and 4 was Reporting Category 2- Number Fractions. Students are struggling with number sense concepts. There is a need for consistent small group differentiated instruction during the mathematics instructional block.

G3.B2.S1 Support mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations.

PD Opportunity 1

i-Ready

Facilitator

Marcelo Gomez

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Class Usage Reports and Student Usage Reports

G4. Based on the results of the 2013 FCAT 2.0 Science Assessment, 70% of our students scored level 3 or above. Our goal for the 2013-2014 school year is to increase the percent of students scoring 3 or above to 73%.

G4.B1 Thirty percent of students scored at level 3. The area of deficiency in Grade 5 as noted on the 2013 administration of the FCAT Science test was Reporting Category 1- Nature of Science. Students need more practice with the scientific method through science labs.

G4.B1.S1 Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic.

PD Opportunity 1

Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic, as well as virtual Inquiry based activities through the use of Gizmo's.

Facilitator

Participants

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Interim Assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

| Goal | Description | Total |
|--------------|---|-----------------|
| G1. | Based on the results of the 2013 FCAT 2.0 Reading Assessment, 62% of our students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to %. | \$12,739 |
| G3. | Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 64% of our students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percent of students achieving proficiency to %. | \$7,280 |
| G4. | Based on the results of the 2013 FCAT 2.0 Science Assessment, 70% of our students scored level 3 or above. Our goal for the 2013-2014 school year is to increase the percent of students scoring 3 or above to 73%. | \$1,664 |
| G8. | As a school we will monitor early warning systems to reduce poor attendance rates, retention rates, and student suspensions in the elementary grades (K-5). | \$1,075 |
| G9. | As a school we will monitor early warning systems to reduce poor attendance rates, retention rates and suspensions in the middle grades (6-7). | \$200 |
| Total | | \$22,958 |

Budget Summary by Funding Source and Resource Type

| Funding Source | Other | Evidence-Based Program | Evidence-Based Materials | Technology | Personnel | Total |
|----------------------|--------------|------------------------|--------------------------|----------------|----------------|-----------------|
| | \$0 | \$100 | | \$0 | \$0 | \$100 |
| internal | \$300 | \$0 | | \$0 | \$0 | \$300 |
| Implementation | \$0 | \$6,000 | \$1,664 | \$3,480 | \$0 | \$11,144 |
| SAC Funds | \$0 | \$0 | \$0 | \$0 | \$875 | \$875 |
| Implementation grant | \$0 | \$0 | \$0 | \$4,300 | \$0 | \$4,300 |
| Internal | \$0 | \$0 | \$1,439 | \$0 | \$0 | \$1,439 |
| FTE | \$0 | \$0 | \$0 | \$0 | \$4,800 | \$4,800 |
| Total | \$300 | \$6,100 | \$3,103 | \$7,780 | \$5,675 | \$22,958 |

Budget Details

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

G1. Based on the results of the 2013 FCAT 2.0 Reading Assessment, 62% of our students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to %.

G1.B1 The Hispanic subgroup did not meet the AMO for the 2012-2013 school year. The area of deficiency in Grade 3 as noted on the 2013 administration of the FCAT Reading test was Reporting Category 3- Literary Analysis: Fiction and Non-fiction. Students need more exposure to non-fictional authentic literature.

G1.B1.S1 Useful instructional strategies include: • story map • somebody/wanted/but/so • turning point graphic • Author’s Toolbox for bringing a character to life • open mind • character chart • tools Author’s use: Literary devices and Figurative language • text feature chart • text feature analysis

Action Step 1

Teach students to identify and interpret elements of story structure within a text. Help students understand character development, character point of view by asking “What does he think, what is his attitude toward...and what did he say to let me know?” Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information.

Resource Type

Other

Resource

Funding Source

Amount Needed

Action Step 2

Students will use Reading Plus a minimum of three times a week to increase fluency ,comprehension, and vocabulary.

Resource Type

Technology

Resource

Reading Plus- Reading computer program

Funding Source

Implementation grant

Amount Needed

\$2,900

Action Step 3

Students will select and read Accelerated Reader books from the library and take Accelerated Reader quizzes a minimum of once per week.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 5

Expose students to non-fiction text. Teachers in grades 3-5 will incorporate Time for Kids into the curriculum. Teachers in grades 6-7 will use Scholastic Magazine.

Resource Type

Evidence-Based Materials

Resource

Time for Kids weekly magazines

Funding Source

Internal

Amount Needed

\$639

G1.B2 Twenty six percent of students scored a level 3 on the 2013 administration of the FCAT 2.0 Reading test. Grade 6 students showed a deficiency in Reading Application. Students need practice in identifying author's purpose, main idea, text structure, and comparing.

G1.B2.S1 graphic organizers (e.g., note taking, mapping); • summarization activities; • questioning the author; • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); • avoiding the interference of prior knowledge when answering a question; and • encouraging students to read from a wide variety of texts. • compare and contrast, a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film). • cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Action Step 1

Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 3

Students will take STAR test to identify reading comprehension and Accelerated Reader levels.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 4

Teachers will expose students to non-fiction text and it's features by incorporating the use of Scholastic magazine into reading instruction.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G1.B3 Thirty-seven percent of our students achieved a level 4 or above on the 2013 administration of the FCAT 2.0 Reading Test. The area which will require students in grades 3-6 to maintain or improve performance was Reporting Category 4 -Informational Text and Research Process.

G1.B3.S1 Provide students opportunities to practice with real-world documents and to use text feature charts and text feature analysis.

Action Step 3

Teachers will incorporated benchmark targeted instruction through the use of Florida Ready.

Resource Type

Evidence-Based Materials

Resource

Florida Reading Workbooks

Funding Source

Internal

Amount Needed

\$800

G1.B4 Based on the results of the 2013 FCAT 2.0 Reading Assessment 73% of our students made learning gains. The area of deficiency for grades 3-6 was Reporting Category 1: Vocabulary due to lack of exposure to enriched vocabulary.

G1.B4.S1 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Students in grades 3-7 will expand their vocabulary using Vocabulary Workshop.

Action Step 4

Students will participate in interventions through the Success Maker Program.

Resource Type

Evidence-Based Program

Resource

SuccessMaker Computer Program

Funding Source

Implementation

Amount Needed

\$6,000

Action Step 5

Teachers will expose students to a variety of text to enrich vocabulary. Grades 3-5 will use Time for Kids. Grades 6-7 will use Scholastic Magazine.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G1.B5 Based on the results of the 2013 FCAT 2.0 Reading Assessment, 73% of student in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students in the lowest 25% making learning gains to 76%. The area of deficiency was Reporting Category 3-Literary Analysis. Fiction and Non-Fiction. Students need targeted interventions using the day and beyond the school day in order to continue making gains.

G1.B5.S1 • story map • somebody/wanted/but/so • turning point graphic • Author's Toolbox for bringing a character to life • open mind • character chart • tools Author's use: Literary devices and, Figurative language

Action Step 5

Students will participate in mandatory after school and Saturday tutoring.

Resource Type

Personnel

Resource

FCAT Tutoring

Funding Source

FTE

Amount Needed

\$2,400

G3. Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 64% of our students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percent of students achieving proficiency to %.

G3.B1 Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 28% of our students scored at level 4 or above. Our goal for the 2013-2014 school year is to increase the percent of students scoring at level 4 or above to 29%. The area of deficiency in Grade 6 was Reporting Category 3- Geometry and Measurement. There is a need for additional practice and enrichment; and to engage students in project based activities.

G3.B1.S1 Develop thematic projects to help students understand, analyze, and determine the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), with the use of various tools (virtual and concrete manipulatives).

Action Step 2

i-Ready

Resource Type

Technology

Resource

iReady computer program

Funding Source

Implementation

Amount Needed

\$3,480

Action Step 3

Florida Ready

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 4

ALEKS

Resource Type

Technology

Resource

Aleks computer program

Funding Source

Implementation grant

Amount Needed

\$1,400

G3.B2 The school's overall math performance was low. Subsequently, the ED subgroup did not meet the 2012-2013 AMO. The area of deficiency in Grades 3 and 4 was Reporting Category 2- Number Fractions. Students are struggling with number sense concepts. There is a need for consistent small group differentiated instruction during the mathematics instructional block.

G3.B2.S1 Support mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations.

Action Step 3

Florida Ready

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3.B3 Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 54% of our made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students making learning gains to 59%. The area of deficiency in Grades 5 and 6 test was Reporting Category 3- Geometry and Measurement. There is a need for additional practice in general mathematics concepts.

G3.B3.S1 Support mathematical fluency and problem solving skills in the areas of determining the area of measurement conversions, area and volume, and coordinate plane by providing time to practice and apply learned concepts in real-life situations.

Action Step 5

FCAT Tutoring

Resource Type

Personnel

Resource

FCAT tutoring

Funding Source

FTE

Amount Needed

\$2,400

G4. Based on the results of the 2013 FCAT 2.0 Science Assessment, 70% of our students scored level 3 or above. Our goal for the 2013-2014 school year is to increase the percent of students scoring 3 or above to 73%.

G4.B1 Thirty percent of students scored at level 3. The area of deficiency in Grade 5 as noted on the 2013 administration of the FCAT Science test was Reporting Category 1- Nature of Science. Students need more practice with the scientific method through science labs.

G4.B1.S1 Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic.

Action Step 2

Teachers will use Sciensaurus books to supplement instruction.

Resource Type

Evidence-Based Materials

Resource

Sciensaurus workbooks

Funding Source

Implementation

Amount Needed

\$1,664

G8. As a school we will monitor early warning systems to reduce poor attendance rates, retention rates, and student suspensions in the elementary grades (K-5).

G8.B1 Three percent of students missed 10% or more of available instructional time. Parents are unaware of the educational impact of excessive absences.

G8.B1.S1 Review attendance monthly and encourage good attendance through incentive program.

Action Step 1

Conduct perfect attendance assembly awards quarterly.

Resource Type

Other

Resource

Awards and certificates

Funding Source

internal

Amount Needed

\$100

G8.B2 Three percent of students were retained in 2013 and 41% were not proficient in reading by third grade.

G8.B2.S1 Provide students with additional interventions and after school tutoring.

Action Step 1

Retained students will use Success Maker daily for 30 minutes.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G8.B3 One percent of students received behavior referrals.

G8.B3.S1 Reduce level of student behavior referrals by encouraging students to abide by the student code of conduct.

Action Step 2

Marvelous Marlin Program in which students are rewarded for exhibiting exemplar character traits.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 3

Student of the Month program

Resource Type

Other

Resource

Awards and Certificates

Funding Source

Internal

Amount Needed

\$100

G8.B4 Fifteen percent of students in grade 6-7 failed a math course.

G8.B4.S1 Identify students scoring not proficient on FCAT math test and provide interventions, tutoring, and course recovery.

Action Step 1

Students will participate in Success Maker interventions daily for 30 minutes.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 2

Students will participate in after school tutoring

Resource Type

Personnel

Resource

FCAT tutoring

Funding Source

SAC Funds

Amount Needed

\$875

G9. As a school we will monitor early warning systems to reduce poor attendance rates, retention rates and suspensions in the middle grades (6-7).

G9.B1 Three percent of students missed 10% or more of available instructional time. Parents are unaware of the educational impact of excessive absences.

G9.B1.S1 Review attendance monthly and encourage good attendance through incentive program.

Action Step 1

Conduct perfect attendance assembly awards quarterly.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

\$100

G9.B2 Three percent of students were retained in 2013 and 41% were not proficient in reading by third grade.

G9.B2.S1 Provide students with additional interventions and after school tutoring.

Action Step 1

Retained students will use Success Maker daily for 30 minutes.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G9.B3 One percent of students received behavior referrals.

G9.B3.S1 Reduce level of student behavior referrals by encouraging students to abide by the student code of conduct.

Action Step 2

Marvelous Marlin Program in which students are rewarded for exhibiting exemplar character traits.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 3

Student of the Month program

Resource Type

Other

Resource

Certificates and awards

Funding Source

Internal

Amount Needed

\$100

G9.B4 Fifteen percent of students in grade 6-7 failed a math course.

G9.B4.S1 Identify students scoring not proficient on FCAT math test and provide interventions, tutoring, and course recovery.

Action Step 1

Students will participate in Success Maker interventions daily for 30 minutes.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 2

Students will participate in after school tutoring

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed