2013-2014 SCHOOL IMPROVEMENT PLAN

Lincoln Marti Schools International Campus
103 E LUCY ST
Florida City, FL 33034
305-242-3330

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	97%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	97%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
A	D			

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
Lincoln Marti Schools International Campus

Principal
Barbara Sanchez/Martin Anorga

School Advisory Council chair
Alexandra Groso

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

Name	Title
Barbara Sanchez	Principal
Marielys Llorente	Assistant Principal
Tania Morales	Reading Coach
Johanna Morales	ESE Teacher
Laura Papadopolous	ESOL Coordinator

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, Alternate Teacher/Paraprofessional – 1, Teachers –4, Parents – 3, Alternate Parent-1, Student-3, Alternate Student-1, Educational Support-1, Alternate Educational Support-1, Business Community Representative-1

Involvement of the SAC in the development of the SIP

The SAC team should:
Schedule and conduct meetings on a monthly basis;
Review all applicable student performance data;
Determine the students' needs and prioritize them;
Recommend strategies to improve areas of need;
Decide how to measure results;
Assist in the preparation and evaluation of the School Improvement Plan;

Meet all District and State timelines; and
Document data analysis and SIP reviews in the EESAC minutes.

Activities of the SAC for the upcoming school year

The SAC team will meet to review data, discuss the School Improvement Plan and address areas of strength and weaknesses in order to address all students' needs. Approve and monitor implementation of the SIP.

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

EESAC funds will be used for students' incentives and materials needed to conduct labs. For student incentives: $500 will be utilized from EESAC funds, and for materials to conduct Science labs $500.

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

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

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

Administrators

# of administrators
2

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

Administrator Information:

Barbara Sanchez/Martin Anorga		
Principal	Years as Administrator: 2	Years at Current School: 1

Credentials	Exceptional Student Education (K-12), Reading Endorsed, ESOL Endorsed (Awaiting a Masters Degree in Educational Leadership)
Performance Record	2013 – A Rdg. Proficiency, 57% Math Proficiency, 68% Rdg. Lrg. Gains, 88 points Math Lrg. Gains, 88 points Rdg. Imp. of Lowest 25% - 100 points Math Imp. of Lowest 25%- 84 points Rdg. AMO –Yes Math AMO–Yes 2013- A Rdg. Proficiency, 64% Math Proficiency, 77% Rdg. Lrg. Gains, 98 points Math Lrg. Gains, 95 points Rdg. Imp. of Lowest 25% - 98 points Math Imp. of Lowest 25%- 95 points Rdg. AMO –Yes Math AMO–Yes 2012- A High Standards- Rdg 43% High Standards- Math 50% Lrng Gains- Rdg 83 points Lrng Gains- Math 87 points Gains-R-25 83 points Gains-M-25 95 points 2008-2011 Student

Marielys Llorente		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	Elementary Education (K-6), Exceptional Student Education (K-12),ESOL Endorsement (Awaiting Masters in Educational Leadership)
Performance Record	2013 – D Rdg. Proficiency, 32% Math Proficiency, 45% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 76 points Math Imp. of Lowest 25%- 65 points Rdg. AMO – No Math AMO – Yes 2012- A School Grade A High Standards- Rdg 43% High Standards- Math 50% Lrng Gains- Rdg 83 points Lrng Gains- Math 87 points Gains-R-25 83 points Gains-M-25 95 points 2008-2010 Student

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Tania Morales		
Full-time / School-based	Years as Coach: 1	Years at Current School: 2

Areas	Reading/Literacy
Credentials	K-6, ESOL Endorsement, (Awaiting Reading Endorsement)
Performance Record	2013 – D Rdg. Proficiency, 32% Math Proficiency, 45% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 76 points Math Imp. of Lowest 25%- 65 points Rdg. AMO – No Math AMO– Yes 2009-2011 Student 2008-2009 Su's Creative Corner Preschool; PreK 3 Lead Teacher

Classroom Teachers

# of classroom teachers
26

 # receiving effective rating or higher
100, 385%

 # Highly Qualified Teachers
385%

 # certified in-field
100, 385%

 # ESOL endorsed
11, 42%

 # reading endorsed
3, 12%

 # with advanced degrees
2, 8%

 # National Board Certified
0, 0%

 # first-year teachers
8, 31%

 # with 1-5 years of experience
18, 69%

 # with 6-14 years of experience
0, 0%

 # with 15 or more years of experience

0, 0%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Lincoln Marti provides current openings information on the school's website as well as on different newspapers and online sources. The new personnel go through an interview process to ensure that they meet the necessary requirements to attain the new position(s). Once new teachers are recruited based on the years of experience in the field of education, a mentoring program is implemented. Our strategy to retain highly Qualified Teachers, Certified-in-field, and effective teachers is by giving them annual incentives based on their achievements. Administration and Leadership Team will provide continuous support within the classroom by implementing professional developments on Common Core State Standards. Differentiated Instruction, RtI and Classroom Management.

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

Mentors have been designated according to their experience in teaching and are /were in the same grade level as their mentee. Mentors have in-depth expertise implementing differentiated instruction, incorporating the FCIM model and interdisciplinary approach to instruction.
Mentee and Mentor will take part in-grade level meetings, common planning, and co-teaching while implementing different strategies.
Mentor Name Mentee Assigned
Olivia Diaz - Leyda Plasencia
Laura Mijares - Yelitza Febres
Yarenis Delgado - Christy Olivares
Alexandria Groso - Jessica Munar
Maylin Rodriguez - Janet Uribe
Lizette Valentin - Elaine Becerra / Catherine Navas
Tamara Valera - Alejandra Samitier
Lizzette Valentin - Aileen Mederos

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

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

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

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

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

Barbara Sanchez, Principal will schedule and facilitate regular MTSS/RtI meetings, ensure attendance of team members, ensure follow-up of action steps, allocate resources; Marielys Llorente, Assistant Principal; Sherisse Matos Counselor; Tania Morales, Reading Coach; Laura Papadoupoulus, ESOL Coordinator; Alejandra Samitier, Science Teacher; Tamara Valera, Mathematics Teacher, Johanna Morales ESE Teacher
In addition to Tier 1 problem solving, the Leadership Team members will meet periodically to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2 and Tier 3 SST
Barbara Sanchez, Principal; Marielys Llorente, Assistant Principal; Sherisse Matos, Counselor; Tania

Morales, Reading Coach; Laura Papadoupoulus, ESOL Coordinator; Alejandra Samitier, Science Teacher; Tamara Valera, Mathematics Teacher; Johanna Morales, ESE Teacher, members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

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 on a bi-weekly basis to review consensus, infrastructure and implementation of building level MTSS.
School administrators, School Counselor, Reading Coach and selected teachers will conduct bi-weekly meetings to evaluate Tier 2 intervention efforts for students by subject and grade level, any revision efforts will take place during these meetings.
Tier 3 SST team members include: School administrator, School Counselor, Reading Coach, School Psychologist, School Counselor, Special Education Teacher, General Ed Teacher and parent/guardian
The Tier 1 and Tier 2 worksheets document aimlines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

Following the FCIM, the Leadership Team will analyze data, develop an action plan based current levels and needs, implement strategies to target individual needs of learners and monitor effective use of implemented strategies and resources.
The data sources and management system that Lincoln Marti International Campus will use to analyze data and monitor the effectiveness of core, supplemental and intensive supports in reading, mathematics, science, writing and engagement include:
Academic
• FAIR assessments
• Pre/Post Baseline assessments
• Fall/Winter Interim assessments
• State/Local Math and Science assessments
• School site specific assessments
• EasyCBM
• Student grades
• FCAT
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior , staff behavior and administrative context
• Office Referrals per day per month
• Team climate surveys
• Attendance

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

The school will participate in the MTSS district professional development which consists of;
1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS implementation in the school.
The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at http://rti.dadeschools).
A description of MTSS and MTSS parent resources will be available on the school's web site.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students
Minutes added to school year: 12,000

Kindergarten-5th Grade Students
60 minutes daily, 300 minutes weekly, 1200 minutes monthly, 12000 minutes annually
6th Grade Students
60 minutes daily, 300 minutes weekly, 1200 minutes monthly, 12000 minutes annually
The school uses supplemental instructional materials to target the needs of individual learners, while being exposed to different test-taking strategies such as: process of elimination, search and destroy, and 4 square writing process.
Supplemental Materials:
Kindergarten-Common Core Math and Reading
1st and 2nd Grade- Common Core Clinics Math and Reading
3rd, 4th- Skills Coach Write It
3rd-6th Grade-Florida Coach Math, Reading, Writing and Science
3rd-6th Grade-Jumpstart Math, Reading, Writing and Science
3rd-6th Grade-Ladders to Success Math, Reading, Writing and Science
3rd-6th Grade-Crosswalk Reading and Math
3rd-6th Grade- Buckle Down Reading, Math, Writing and Science
5th Grade: GIZMOS

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

Data will be collected periodically at the end of each lesson/unit. Data will be dis-aggregated and analyzed with the students and future goals will be set. Data will be discussed in grade level meetings to evaluate effectiveness of instructional strategies.

Who is responsible for monitoring implementation of this strategy?

Administration, Literacy Leadership Team, and Reading Coach

Literacy Leadership Team (LLT)

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

Name	Title
Barbara Sanchez	Principal
Marielys Llorente	Assistant Principal
Tania Morales	Reading Coach
Tamara Valera	Math Teacher
Alejandra Samitier	Science Teacher
Johanna Morales	ESE Teacher

Name	Title
Laura Papadopolous	ESOL Coordinator

How the school-based LLT functions

• A crucial factor to promote a school's success is the building leadership. The principal sets the tone as the school's instructional leader; this is acquired by reassuring to the teachers, students and parents that all children can improve academically within one school year.
• The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, designated content area teachers will meet once a month to discuss important issues and concerns regarding Literacy throughout the school.
The Reading Leadership Team will maintain a connection to the school's RtI process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.
Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Major initiatives of the LLT

The major initiatives of the Literacy Leadership Team will be to maintain all subject areas abreast of reading interventions strategies and through the data analysis focus on the areas of weaknesses and/or deficiencies. The Literacy Leadership Team will work cohesively with Administration to monitor the effectiveness and fidelity of the Strategies being implemented in the classrooms.

Every Teacher Contributes to Reading Instruction

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

Teachers will incorporate the interdisciplinary approach in all subjects to support the Reading curriculum and strategies. All teachers have a classroom library aligned with the students' reading levels. Reading groups are posted with students' current Reading levels next to the library. We also have DEAR (Drop Everything And Read) time in the morning from 8:00am to 8:30am to allow students and staff to read different books and instructional materials. Reading task cards are also incorporated in all subjects to ask reading questions when targeting different skills in Math, Science and Social Studies. As bell ringers teachers read different books with the students related to the topic(s) that will be introduced to them to activate prior knowledge while targeting the planned objectives and standards.Teachers also have a Library Center to allow students to rotate on a daily basis to read books and complete Reading Logs summarizing the books that they have read. Social Studies, Spanish, Music, Art, Physical Education, Mathematics and Science teachers will involve students in different Research activities where they will be investigating and reading about different topics to increase their knowledge and understanding of a variety of standards and objectives.

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

The students will transition smoothly within their familiar environment by rotating through centers with an alternate underlying purpose of focusing on differentiated instruction. The students will also continue to

explore and work with hands on activities to enhance the long term learning experience. The instruments that will determine the placement of students throughout the year will be the data collected from FAIR Assessments, FLKRS/ECHOS, and student progress reports.

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

N/A

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

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

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	44%	32%	No	50%
American Indian				
Asian				
Black/African American				
Hispanic	52%	30%	No	57%
White				
English language learners	21%	23%	Yes	28%
Students with disabilities				
Economically disadvantaged	48%	32%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	18%	31%
Students scoring at or above Achievement Level 4	14	14%	19%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		75%	78%
Students in lowest 25% making learning gains (FCAT 2.0)		76%	78%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	29	20%	28%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	16	13%	22%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	22	15%	24%

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	13	37%	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	33%	45%	Yes	40%
American Indian				
Asian				
Black/African American				
Hispanic	38%	44%	Yes	44%
White				
English language learners	48%	43%	No	53%
Students with disabilities				
Economically disadvantaged	36%	46%	Yes	42%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	28%	32%
Students scoring at or above Achievement Level 4	14	14%	16%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		65%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		65%	69%

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]*		20%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		3%

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)			
Participation in STEM-related experiences provided for students		25%	35%

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	55	18%	17%
Students retained, pursuant to s. 1008.25, F.S.	19	7%	6%
Students who are not proficient in reading by third grade	25	74%	67%
Students who receive two or more behavior referrals	6	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	1%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
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.	0	0%	0%

Goals Summary

G1. During the 2013 Reading FCAT 2.0 the level of student proficiency was 32%. Our goal for the 2014 Reading FCAT 2.0 is to increase proficiency to 50%; indicating an increase of 18% points.

G2. During the 2013 Writing FCAT 2.0 the level of student proficiency was 37%. Our goal for the 2014 Writing FCAT 2.0 is to increase proficiency to 43%; indicating an increase of 6% points.

G3. During the 2013 Mathematics FCAT 2.0 the level of student proficiency was 45%. Our goal for the 2014 Mathematics FCAT 2.0 is to maintain proficiency at 40% points.

G4. During the 2013 5th Grade Science FCAT 2.0 the level of student proficiency was 14%. Our goal for the 2014 5th Grade Science FCAT 2.0 is to increase proficiency to 20%; indicating an increase of 6% points.

G5. During the 2012-2013 school year we conducted 25% of STEM related activities. Our goal for the 2013-2014 school will be to increase STEM related activities to 35%; indicating an increase of 10% points.

G6. During the 2012-2013 school year STEM learning opportunities weren't evident in the school. This school year our goal is to increase STEM learning opportunities for students using CTE curriculum by 10%.

G7. Student data from the 2012-2013 school year indicated that 16% of students were negatively affected in the Early Warning Systems.Our goal for the 2013-2014 is to reduce the number of students negatively affected to 12%; indicating a decrease of 4% .

Goals Detail

G1. During the 2013 Reading FCAT 2.0 the level of student proficiency was 32%. Our goal for the 2014 Reading FCAT 2.0 is to increase proficiency to 50%; indicating an increase of 18% points.

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

Resources Available to Support the Goal
- Mc-Graw Hill Wonders and Wonderworks, Florida Coach Series, Ladders to Success, Jump Start, Buckledown, Crosswalk.

Targeted Barriers to Achieving the Goal
- During the 2013 Reading FCAT 2.0 the level of student proficiency in the Hispanics subgroup was 30%. Our goal for the 2014 Reading FCAT 2.0 is to increase proficiency to 57%; indicating an increase of 27% points. According to the 2013 FCAT 2.0 Reading results, students' in the Hispanics subgroup demonstrated deficiency in the following Reporting Category: Vocabulary.

- During the 2013 Reading FCAT 2.0 the level of student proficiency in the ED subgroup was 32%. Our goal for the 2014 Reading FCAT 2.0 is to increase proficiency to 54%; indicating an increase of 22% points. According to the 2013 FCAT 2.0 Reading results, students' in the ED subgroup demonstrated deficiency in the following Reporting Category: Reading Application.

- During the 2013 Reading FCAT 2.0 the level of student proficiency was 18%. Our goal for the 2014 Reading FCAT 2.0 is to increase proficiency to 23%; indicating an increase of 5% points. According to the 2013 FCAT 2.0 Reading results, students' scoring a level 3 demonstrated deficiency in the following Reporting Category: Informational Text.

- During the 2013 Reading FCAT 2.0 the level of student proficiency achieving learning gains was 75%. Our goal for the 2014 Reading FCAT 2.0 is to increase proficiency to 78%; indicating an increase of 3% points. According to the 2013 FCAT 2.0 Reading results, students' scoring achieving learning gains demonstrated deficiency in the following Reporting Category: Reading Application.

- During the 2013 Reading FCAT 2.0 we achieved 75% points of Reading learning gains in the lowest 25 percentile. Our goal for the 2014 school year is to increase the percentage of Reading learning gains in the lowest 25 percentile to 78%; indicating an increase of 3% points. According to the 2013 FCAT 2.0 Reading results, students' achieving learning gains in the lowest 25 percentile demonstrated deficiency in the following Reporting Category: Reading Application.

- During the 2013 CELLA the level of student proficiency in the Listening/Speaking section was 20%. Our goal for the 2014 CELLA is to increase proficiency levels in the Listening/Speaking section to 28%; indicating an increase of 8% points. According to the 2013 CELLA results, students had difficulty being able to thoroughly comprehend the questions being asked as well as putting the ideas together when answering.

- During the 2013 CELLA the level of student proficiency in the Reading section was 13%. Our goal for the 2014 CELLA is to increase proficiency levels in the Reading section to 22%; indicating an increase of 9 % points. According to the 2013 CELLA results, the students' had the most difficulty being able to comprehend the vocabulary and text within the passages.

- During the 2013 CELLA the level of student proficiency in the Writing section was 15%. Our goal for the 2014 CELLA is to increase proficiency levels in the Reading section to 24%; indicating an increase of 9 % points. According to the 2013 CELLA results, the students' had most difficulty with the writing structure.

Plan to Monitor Progress Toward the Goal

Following the FCIM, Administration, Reading Coach, LLT, ESOL Coordinator and Teachers will review assessment data and adjust instruction as needed to monitor progress towards meeting the goal.

Person or Persons Responsible
Administration, LLT, and Reading Coach

Target Dates or Schedule:
During bi-weekly LLT meetings.

Evidence of Completion:
Formative: FAIR Assessments, Weekly teacher generated assessments, Interim Assessments, Computer assisted reports from FCAT Explorer and Reading Plus. Summative: 2014 FCAT 2.0 Reading Assessment, 2014 CELLA

G2. During the 2013 Writing FCAT 2.0 the level of student proficiency was 37%. Our goal for the 2014 Writing FCAT 2.0 is to increase proficiency to 43%; indicating an increase of 6% points.

Targets Supported
- Writing

Resources Available to Support the Goal
- Write Source, Skills Coach: Write it out

Targeted Barriers to Achieving the Goal
- According to the 2013 FCAT 2.0 Writing Assessment, 4th grade students demonstrated difficulty in narrative writing. The greatest area of weaknesses were editing, revising, and adding details.

Plan to Monitor Progress Toward the Goal

Following the FCIM, Administration, Reading Coach, LLT and Fourth Grade Writing Teacher will review assessment data and adjust instruction as needed to monitor progress towards meeting the goal.

Person or Persons Responsible
Administration, LLT, and Reading Coach

Target Dates or Schedule:
During bi-weekly LLT meetings.

Evidence of Completion:
Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessments, Projects and reports from Reading Plus. Summative Assessment – Results of the 2014 FCAT Writing 2.0

G3. During the 2013 Mathematics FCAT 2.0 the level of student proficiency was 45%. Our goal for the 2014 Mathematics FCAT 2.0 is to maintain proficiency at 40% points.

Targets Supported

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

Resources Available to Support the Goal

- Go Math, Florida Coach series, Ladders to success, Jumpstart and Buckledown

Targeted Barriers to Achieving the Goal

- During the 2013 Mathematics FCAT 2.0 the level of student proficiency in the ELL subgroup was 43%. Our goal for the 2014 Mathematics FCAT 2.0 is to increase proficiency to 53%; indicating an increase of 10% points. According to the 2013 Mathematics FCAT 2.0 results, students' in the ELL subgroup demonstrated deficiency in the following Reporting Category: Number: Operations, Problems and Statistics.

- During the 2013 Mathematics FCAT 2.0 the level of student proficiency was 28%. Our goal for the 2014 Mathematics FCAT 2.0 is to increase proficiency to 32%; indicating an increase of 4% points. According to the 2013 FCAT 2.0 Mathematics results, students' scoring a level 3 demonstrated deficiency in the following Reporting Categories: Numbers Operations Problems and Statistics (Grade 3), Base Ten and Fractions (Grade 4 and Grade 5), Geometry and Measurement (Grade 6).

- During the 2013 Mathematics FCAT 2.0 the level of students achieving levels 4-5 proficiency was 14%. Our goal for the 2014 Mathematics FCAT 2.0 is to increase levels 4-5 proficiency to 16%; indicating an increase of 2% points. According to the 2013 FCAT 2.0 Mathematics results, students' achieving levels 4-5 demonstrated deficiency in the following Reporting Categories: Fractions (Grade 3), Base Ten and Fractions (Grade 4 and Grade 5), Geometry and Measurement (Grade 6).

- During the 2013 Mathematics FCAT 2.0 the percentage of students achieving learning gains was 65%. Our goal for the 2014 Mathematics FCAT 2.0 is to increase proficiency to 69%; indicating an increase of 4% points. According to the 2013 Mathematics FCAT 2.0 results, students' achieving learning gains demonstrated deficiency in the following Reporting Category: Number: Operations, Problems and Statistics.

- During the 2013 Mathematics FCAT 2.0 we achieved 65% points of Mathematics learning gains in the lowest 25 percentile. Our goal for the 2014 school year is to increase the percentage of Mathematics learning gains in the lowest 25 percentile to 69%; indicating an increase of 4% points. According to the 2013 Mathematics FCAT 2.0 results, students' achieving learning gains in the lowest 25 percentile demonstrated deficiency in the following Reporting Category: Number: Operations, Problems and Statistics.

- During the 2013-2014 school year 0% of our middle school students participated in the Middle School Acceleration Program. Our goal for the 2014-2015 school year is to increase the percentage of student participation to 17% points .

Plan to Monitor Progress Toward the Goal

Following the FCIM, Administration, Leadership Team and Teachers will review assessment data and adjust instruction as needed to monitor progress towards meeting the goal.

Person or Persons Responsible
Administration and Leadership Team

Target Dates or Schedule:
During bi-weekly Leadership Team meetings.

Evidence of Completion:
Formative: Weekly assessments, District Interim Data reports, Reports from FCAT Explorer and Florida-Achieves. Summative: Results from the 2014 FCAT 2.0 Mathematics assessment

G4. During the 2013 5th Grade Science FCAT 2.0 the level of student proficiency was 14%. Our goal for the 2014 5th Grade Science FCAT 2.0 is to increase proficiency to 20%; indicating an increase of 6% points.

Targets Supported
- Science

- Science - Elementary School

Resources Available to Support the Goal
- Science Fusion, GIZMOS, Ladders to success, Jumpstart, Buckledown and Florida Coach

Targeted Barriers to Achieving the Goal
- During the 2013 5th Grade Science FCAT 2.0 the level of student proficiency was 14%. Our goal for the 2014 5th Grade Science FCAT 2.0 is to increase proficiency to 20%; indicating an increase of 6% points. Students demonstrated a deficiency in the following Reporting Categories: The Nature of Science and Physical Science.

- During the 2013 5th Grade Science FCAT 2.0 the level of student proficiency levels 4-5 was 0%. Our goal for the 2014 5th Grade Science FCAT 2.0 is to increase levels 4-5 proficiency to 3%; indicating an increase of 3% points. Students demonstrated a deficiency in the following Reporting Categories: The Nature of Science and Physical Science.

Plan to Monitor Progress Toward the Goal

The Leadership Team will review project topics and rubric and provide guidance as needed. Data from biweekly assessments will be analyzed at biweekly grade level meetings to determine if there is a need to modify instructional practices.Administrative Data chats will be conducted upon the completion of district assessments to monitor students' progress.

Person or Persons Responsible
Administration and LLT

Target Dates or Schedule:
During bi-weekly LLT meetings.

Evidence of Completion:
The 2014 FCAT 2.0 results will be used to determine effectiveness of this goal.

G5. During the 2012-2013 school year we conducted 25% of STEM related activities. Our goal for the 2013-2014 school will be to increase STEM related activities to 35%; indicating an increase of 10% points.

Targets Supported
- STEM

- STEM - All Levels

Resources Available to Support the Goal
- Technology, Hands-on-Activities, Science Fair Projects and Professional Developments.

Targeted Barriers to Achieving the Goal
- According to the 2012-2013 school year, some of the barriers we had were lack of materials and insufficient parental involvement.

Plan to Monitor Progress Toward the Goal

Teachers will look for increased participation in school site STEM activities and projects to increase the inquiry based approach.

Person or Persons Responsible
Administrators, Science and Mathematics Teachers

Target Dates or Schedule:
Administrators will monitor the implementation of STEM practices on a weekly basis.

Evidence of Completion:
Formative District Interim Data will be used to monitor students' progress.

G6. During the 2012-2013 school year STEM learning opportunities weren't evident in the school. This school year our goal is to increase STEM learning opportunities for students using CTE curriculum by 10%.

Targets Supported
- CTE

Resources Available to Support the Goal
- http://dcte.dadeschools.net/, Promethean Board

Targeted Barriers to Achieving the Goal
- Students had limited opportunities for advanced level STEM learning activities through the CTE curriculum in the school during the 2012-2013 school year.

Plan to Monitor Progress Toward the Goal

Teachers will utilize a timeline for the implementation of STEM practices infused through the CTE curriculum.

Person or Persons Responsible
Administration, 6th Grade Teacher

Target Dates or Schedule:
Administration and LLT will monitor the implementation of STEM practices infused through the CTE curriculum.

Evidence of Completion:
Formative District Reading and Mathematics Interim Data will be used to monitor students' progress.

G7. Student data from the 2012-2013 school year indicated that 16% of students were negatively affected in the Early Warning Systems.Our goal for the 2013-2014 is to reduce the number of students negatively affected to 12%; indicating a decrease of 4% .

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- District Student Code of Conduct, On-going Professional Developments, Blackboard Connect Messages

Targeted Barriers to Achieving the Goal
- During the 2012-2013 school year 18% of students missed 10% or more of available Instructional Time. Our goal for the 2013-2014 is to reduce the percentage of students missing 10% or more of available time to 17%; indicating a decrease of 1% point.

- During the 2012-2013 school year 7% of students were retained in grades Kindergarten-Fifth. Our goal for the 2013-2014 is to reduce the percentage of students being retained in grades Kindergarten-Fifth to 6%; indicating a decrease of 1% point.

- During the 2012-2013 school year 74% of students were not proficient in Reading by 3rd Grade. Our goal for the 2013-2014 is to reduce the percentage of students not proficient in Reading by 3rd Grade.to 67; indicating a decrease of 7% points.

- During the 2012-2013 school year 2% of students received two or more behavior referrals. Our goal for the 2013-2014 school year is to reduce the percentage of students receiving two or more behavior referrals to 1%; indicating a decrease of 1% point.

- During the 2012-2013 school year 1% of students received two or more behavior referrals that lead to suspension. Our goal for the 2013-2014 school year is to maintain the percentage of students who receive two or more behavioral referrals that lead to suspension to 1%.

- During the 2012-2013 school year 0% of students failed a math course in 6th grade. Our goal for the 2013-2014 school year is to maintain the percentage of students who fail a math course in 6th grade to 0%.

- During the 2012-2013 school year 0% of students failed an English Language Arts Course in 6th grade. Our goal for the 2013-2014 school year is to maintain the percentage of students failing an English Language Arts Course to 0%.

- During the 2012-2013 school year 0% of students failed two or more courses in 6th grade. Our goal for the 2013-2014 school year is to maintain the percentage of students failing two or more courses in 6th grade to 0%.

Plan to Monitor Progress Toward the Goal

• Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI team. • The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. • Peer meditation teams will be developed as a means of assisting with conflict resolution. • Before and after school tutorial programs will be established to address students' areas of need. Participation in these programs will be closely monitored.

Person or Persons Responsible

Administration, School Counselor, LLT, and MTSS/RtI.

Target Dates or Schedule:

In the biweekly MTSS/RtI Meetings the school attendance bulletin will be reviewed to target the students that are being absent with consistency, not meeting grade level requirements, and/or failing courses in sixth grade.

Evidence of Completion:

Students' progress will be monitored through Reading data and district interim data.

Action Plan for Improvement

Problem Solving Key

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

G1. During the 2013 Reading FCAT 2.0 the level of student proficiency was 32%. Our goal for the 2014 Reading FCAT 2.0 is to increase proficiency to 50%; indicating an increase of 18% points.

G1.B1 During the 2013 Reading FCAT 2.0 the level of student proficiency in the Hispanics subgroup was 30%. Our goal for the 2014 Reading FCAT 2.0 is to increase proficiency to 57%; indicating an increase of 27% points. According to the 2013 FCAT 2.0 Reading results, students' in the Hispanics subgroup demonstrated deficiency in the following Reporting Category: Vocabulary.

G1.B1.S1 Teachers will provide students with strategies to meet the necessary standards for Reading Category 1: Vocabulary.

Action Step 1

Teachers will implement the use of vocabulary word maps; word walls and personal dictionaries. Teachers will also emphasize reading strategies such as Reciprocal Teaching which help students determine the meaning of words by using context clues. Reading coach will train teachers on using this strategy throughout content areas.

Person or Persons Responsible

ClassroomTeachers

Target Dates or Schedule

Daily during classroom instruction.

Evidence of Completion

Formative: Weekly Assessments, Interim Assessments, FAIR Assessments, Projects and Reports from Reading Plus Summative: 2014 FCAT 2.0 Reading results

Action Step 2

Provide Professional Development for teachers to effectively implement Interactive Word Walls. Teachers will understand the importance of having word walls because they promote vocabulary growth and lead to improvement in literacy. They also provide meaningful building of vocabulary with emphasis on student engagement and higher level thinking skills

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

August 2013

Evidence of Completion

Walk-through reports

Facilitator:

Administration

Participants:

School-wide

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

Administration and Reading Coach will monitor fidelity of implemented strategies through daily walk throughs.

Person or Persons Responsible

Administrators, LLT and Reading Coach will review walk through reports and make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walk-throughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly Walk-through Reports and Formal observations.

Plan to Monitor Effectiveness of G1.B1.S1

Administration, Reading Coach and LLT will analyze student's work progress and bi-weekly assessments to monitor the effective use of Vocabulary teaching strategies.

Person or Persons Responsible

Administration, LLT, Reading Coach will review data and make recommendations based on students' assessments data.

Target Dates or Schedule

Data and instructional strategies will be reviewed during bi-weekly LLT meetings.

Evidence of Completion

Bi-weekly LLT agenda and sign in sheets.

G1.B2 During the 2013 Reading FCAT 2.0 the level of student proficiency in the ED subgroup was 32%. Our goal for the 2014 Reading FCAT 2.0 is to increase proficiency to 54%; indicating an increase of 22% points. According to the 2013 FCAT 2.0 Reading results, students' in the ED subgroup demonstrated deficiency in the following Reporting Category: Reading Application.

G1.B2.S1 Teachers will provide students with strategies to meet the necessary standards for Reading Category 2: Reading Application.

Action Step 1

Teachers will help students use graphic organizers to see patterns and summarize the main points. Students will ingrain the practice of justifying answers by going back to the text for support. Students should practice analyzing the author's perspectives, choice of words, style, and technique to understand how these elements influence the meaning of text.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily during classroom instruction.

Evidence of Completion

Formative: Weekly Assessments, Interim Assessments, FAIR Assessments, Reports from Reading Plus and FCAT Explorer Summative: 2014 FCAT 2.0 Reading results

Action Step 2

Provide Professional Development opportunities for teachers to effectively implement Differentiated Instruction and Centers in their classroom in order to target each of the students individual needs.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

Exit slip and Differentiated Instruction Professional Development Sign in sheet.

Facilitator:

Barbara Sanchez (Principal), Marielys Llorente (Assistant Principal) and Tania Morales (Reading Coach)

Participants:

School Wide

Action Step 3

Provide Professional Development opportunity for teachers to effectively implement the Search and Destroy strategy across the curriculum. Introducing the Search and Destroy strategy to students will prepare students to
students to reach increased levels of comprehension through the combining of four
highly effective reading strategies (Preview, Focus Questions, Chunking, and Mark up the Text).

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

August 2013

Evidence of Completion

Exit slip and Search and Destroy Professional Development sign in sheet.

Facilitator:

Tania Morales

Participants:

School-wide

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

Administration and Reading Coach will monitor fidelity of implemented strategies through daily walk throughs.

Person or Persons Responsible

Administrators, LLT and Reading Coach will review walk through reports and make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walk-through wills be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly walk-through reports and Formal observations.

Plan to Monitor Effectiveness of G1.B2.S1

Administration, Reading Coach and LLT will analyze student's work progress and bi-weekly assessments to monitor the effective use of Reading Application instructional strategies.

Person or Persons Responsible

Administration, LLT, Reading Coach will review data and make recommendations based on students' assessments data.

Target Dates or Schedule

Data and instructional strategies will be reviewed during bi-weekly LLT meetings.

Evidence of Completion

Bi-weekly LLT agenda and sign in sheets.

G1.B3 During the 2013 Reading FCAT 2.0 the level of student proficiency was 18%. Our goal for the 2014 Reading FCAT 2.0 is to increase proficiency to 23%; indicating an increase of 5% points. According to the 2013 FCAT 2.0 Reading results, students' scoring a level 3 demonstrated deficiency in the following Reporting Category: Informational Text.

G1.B3.S1 Teachers will provide students with strategies to meet the necessary standards for Reporting Category 4: Informational Text.

Action Step 1

Students will use real world documents such as, how to articles, brochures, flyers and websites to identify text features to locate, interpret and organize information. The use of two-column notes will be introduced to list conclusions and supporting evidence to teach.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily during classroom instruction.

Evidence of Completion

Formative: Weekly Assessments, Interim Assessments, FAIR Assessments, Reports from Reading Plus and FCAT Explorer. Summative: 2014 FCAT 2.0 Reading results

Action Step 2

Provide teachers with the opportunity to attend a Professional Development where they will be exposed to the new Mc-Graw Reading Wonders Series per grade level.

Person or Persons Responsible

District Personnel

Target Dates or Schedule

October 2013

Evidence of Completion

Certificate of Completion for the Mc-Graw Hill Common Core Professional Development.

Facilitator:

District Personnel

Participants:

Grades 1-5 Reading Teachers

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

Administration and Reading Coach will monitor fidelity of implementation through daily walk throughs.

Person or Persons Responsible

Administrators, LLT and Reading Coach will review walk through reports and make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walk-throughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly Walk-through Reports and Formal observations.

Plan to Monitor Effectiveness of G1.B3.S1

Administrators, Reading Coach and LLT will analyze student's work progress and bi-weekly assessments to monitor the effective use of Informational Text teaching strategies.

Person or Persons Responsible

Administration, LLT, Reading Coach will review data and make recommendations based on students assessments data.

Target Dates or Schedule

Data and instructional strategies will be reviewed during bi-weekly LLT meetings.

Evidence of Completion

Bi-weekly LLT agenda and sign in sheets.

G1.B4 During the 2013 Reading FCAT 2.0 the level of student proficiency achieving learning gains was 75%. Our goal for the 2014 Reading FCAT 2.0 is to increase proficiency to 78%; indicating an increase of 3% points. According to the 2013 FCAT 2.0 Reading results, students' scoring achieving learning gains demonstrated deficiency in the following Reporting Category: Reading Application.

G1.B4.S1 Teachers will provide students with strategies to meet necessary standards for Reading Category 2: Reading Application.

Action Step 1

Students will ingrain the practice of justifying answers by going back to the text for support. Teachers will help students use graphic organizers to see patterns and summarize the main points. Students should practice analyzing the author's perspectives, choice of words, style, and technique to understand how these elements influence the meaning of text. Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily during instruction.

Evidence of Completion

Formative: Weekly Assessments, Interim Assessments, FAIR Assessments, Projects and Reports from Reading Plus Summative: 2014 FCAT 2.0 Reading results.

Action Step 2

Provide a Professional Development opportunity for teachers to effectively implement Data Driven Instruction and the Florida Continuous Improvement Model in order to target each of the students individual needs.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

Data Drive Instruction and FCIM Professional Development sign in sheet.

Facilitator:

Administration

Participants:

School-wide

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

Administration and Reading Coach will monitor fidelity of implemented strategies through daily walk throughs.

Person or Persons Responsible

Administration, LLT and Reading Coach will review walk through reports and make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walk-throughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessment, Projects and reports from Reading Plus. Summative: 2014 FCAT Reading Assessment.

Plan to Monitor Effectiveness of G1.B4.S1

Administrators, Reading Coach and LLT will meet on a monthly basis to monitor the effective use of Informational Text strategies. Administrators, Reading Coach and LLT will use data collected from bi-weekly assessments to monitor students' progress.

Person or Persons Responsible

Administration, LLT, Reading Coach

Target Dates or Schedule

Daily classroom walk-throughs. Data and strategies will be analyzed bi-weekly

Evidence of Completion

Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessment, Projects and reports from Reading Plus. Summative: 2014 FCAT Reading Assessment

G1.B5 During the 2013 Reading FCAT 2.0 we achieved 75% points of Reading learning gains in the lowest 25 percentile. Our goal for the 2014 school year is to increase the percentage of Reading learning gains in the lowest 25 percentile to 78%; indicating an increase of 3% points. According to the 2013 FCAT 2.0 Reading results, students' achieving learning gains in the lowest 25 percentile demonstrated deficiency in the following Reporting Category: Reading Application.

G1.B5.S1 Teachers will provide students with strategies to meet the necessary standards for Reporting Category 2: Reading Application

Action Step 1

Teachers will implement the the use of Two Column Note: opinion/support, conclusion/support, cause/ effect, summary pyramid, time line, sequence chain, cause and effect chain, informational text structure chart, one sentence summarizers, theme definition, common themes in literature, and content frame.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily during instruction

Evidence of Completion

Formative: Weekly Assessments, Interim Assessments, FAIR Assessments, Reports from Reading Plus and FCAT Explorer Summative: 2014 FCAT 2.0 Reading results

Action Step 2

Provide Teachers with a Professional Development on Webb's Depth of Knowledge, teachers will become familiarized with Higher Order Thinking Questions Webb and will understand the questioning levels that grow in cognitive complexity and how to provide more cognitively engaging and challenging tasks.

Person or Persons Responsible

Administration

Target Dates or Schedule

TBD November 2013

Evidence of Completion

Webb's Depth of Knowledge Professional Development Sign in sheets.

Facilitator:

Barbara Sanchez

Participants:

School-wide

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

Administration and Reading Coach will monitor fidelity of implemented strategies through daily walk throughs.

Person or Persons Responsible

Administrators, LLT and Reading Coach will review walk through reports and make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walk-throughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly Walk-through Reports and Formal observations.

Plan to Monitor Effectiveness of G1.B5.S1

Administration, Reading Coach and LLT will analyze student's work progress and bi-weekly assessments to monitor the effective use of Reading Application teaching strategies.

Person or Persons Responsible

Administration, LLT, Reading Coach will review data and make recommendations based on students' assessments data.

Target Dates or Schedule

Data and instructional strategies will be reviewed during bi-weekly LLT meetings.

Evidence of Completion

Bi-weekly LLT agenda and sign in sheets.

G1.B6 During the 2013 CELLA the level of student proficiency in the Listening/Speaking section was 20%. Our goal for the 2014 CELLA is to increase proficiency levels in the Listening/Speaking section to 28%; indicating an increase of 8% points. According to the 2013 CELLA results, students had difficulty being able to thoroughly comprehend the questions being asked as well as putting the ideas together when answering.

G1.B6.S1 Teachers will provide students with strategies to meet the necessary standards of the CELLA Listening/Speaking section.

Action Step 1

Teachers will use expansion, paraphrase and repetition to model proper use of language while providing support in listening. Role-play, Teacher/Student/Modeling, Think Alouds and Cooperative Learning in the form of group projects will be implemented to provide support during speaking activities.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily during instruction

Evidence of Completion

Formative: Weekly Assessments, Interim Assessments, FAIR Assessments, Reports from Reading Plus Summative: 2014 CELLA results

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

The LLT along with the ESOL Coordinator will monitor the implementation of identified strategies.

Person or Persons Responsible

LLT and ESOL Coordinator

Target Dates or Schedule

Daily classroom walk-throughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly walk-through Reports and Formal observations.

Plan to Monitor Effectiveness of G1.B6.S1

ESOL Coordinator along with LLT will analyze student's work progress and bi-weekly assessments to monitor the effective use of ESOL Listening/Speaking strategies.

Person or Persons Responsible

LLT and ESOL Coordinator

Target Dates or Schedule

Data and instructional strategies will be reviewed during bi-weekly LLT meetings.

Evidence of Completion

Bi-weekly LLT agenda and sign in sheets.

G1.B7 During the 2013 CELLA the level of student proficiency in the Reading section was 13%. Our goal for the 2014 CELLA is to increase proficiency levels in the Reading section to 22%; indicating an increase of 9 % points. According to the 2013 CELLA results, the students' had the most difficulty being able to comprehend the vocabulary and text within the passages.

G1.B7.S1 Teachers will provide students with strategies to meet the necessary standards of the CELLA Reading section.

Action Step 1

Teachers will Focus on Key Vocabulary, present vocabulary with Context Clues and utilize Vocabulary Improvement Strategy as a mean to increase vocabulary development. Word Walls, Graphic Organizers and Word Banks will be used in all the classrooms. Prediction, Read Aloud, Reader's Theater, Chunking and Cooperative Learning are some of the strategies that will be used to present reading material.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily during instruction.

Evidence of Completion

Weekly Assessments, Interim Assessments, FAIR Assessments, Reports from Reading Plus and FCAT Explorer Summative: 2014 CELLA results

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

The LLT along with the ESOL Coordinator will monitor the implementation of identified strategies.

Person or Persons Responsible

Administration, ESOL Coordinator and LLT will review walk through reports and make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walk-throughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly Walk-through Reports and Formal observations.

Plan to Monitor Effectiveness of G1.B7.S1

Administration, LLT and ESOL Coordinator will analyze student's work progress and bi-weekly assessments to monitor the effective use of ESOL Reading teaching strategies.

Person or Persons Responsible

Administration, LLT and ESOL Coordinator will review data and make recommendations based on students' assessments data.

Target Dates or Schedule

Data and instructional strategies will be reviewed during bi-weekly LLT meetings.

Evidence of Completion

Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessment, Projects and reports from Reading Plus. Summative Assessment – Results of the 2014 CELLA

G1.B8 During the 2013 CELLA the level of student proficiency in the Writing section was 15%. Our goal for the 2014 CELLA is to increase proficiency levels in the Reading section to 24%; indicating an increase of 9 % points. According to the 2013 CELLA results, the students' had most difficulty with the writing structure.

G1.B8.S1 Teachers will provide students with strategies to meet the necessary standards of the CELLA Writing section.

Action Step 1

Dialogue Journals, graphic organizers, illustrating, labeling and spelling strategies will be used in all the classrooms. Rubrics will be used by teachers to provide clear criteria for evaluating a product or performance on a continuum of quality. Reading Response Journal will be kept by every Reading/ Language Arts teacher.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily during instruction

Evidence of Completion

Formative: Weekly Assessments, Interim Assessments, FAIR Assessments, Reports from Reading Plus and FCAT Explorer Summative: 2014 CELLA results

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

The LLT along with the ESOL Coordinator will monitor the implementation of identified strategies through daily walk-throughs.

Person or Persons Responsible

Administrators, LLT and ESOL Coordinator will review walk through reports and make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walk-throughs will be conducted to monitor the fidelity of the ESOL strategies being implemented.

Evidence of Completion

Weekly walk-through Reports and Formal observations.

Plan to Monitor Effectiveness of G1.B8.S1

Administration, Reading Coach and ESOL Coordinator will analyze student's work progress and bi-weekly assessments to monitor the effective use of ESOL instructional strategies.

Person or Persons Responsible

Administration, LLT and ESOL Coordinator will review data and make recommendations based on students' assessments data.

Target Dates or Schedule

Data and instructional strategies will be reviewed during bi-weekly LLT meetings.

Evidence of Completion

Bi-weekly LLT agenda and sign in sheets.

G2. During the 2013 Writing FCAT 2.0 the level of student proficiency was 37%. Our goal for the 2014 Writing FCAT 2.0 is to increase proficiency to 43%; indicating an increase of 6% points.

G2.B1 According to the 2013 FCAT 2.0 Writing Assessment, 4th grade students demonstrated difficulty in narrative writing. The greatest area of weaknesses were editing, revising, and adding details.

G2.B1.S1 Teachers will provide students with strategies to meet the necessary standards to score proficiency levels on the FCAT 2.0 Writing.

Action Step 1

Have students use revising/editing charts, teacher conferencing, collaborative discussions, or peer editing by: • evaluating a draft for the use of ideas and content, • rearranging words, sentences, and paragraphs, • creating clarity by using combination sentence structures (e.g. simple compound) to improve sentence fluency, • adding supporting details, and using transitions that connect the supporting details, • revising for the use of ideas and content (examples, statistics, comparison, cause/effect, vivid descriptions, and specific words), • including a developed incident as support for each reason, • revising specific words for general words (e.g., sensory words, rhyming words, words with multiple meanings, idioms, figurative language, surprising language), • using the FCAT Writing Rubric to refine draft

Person or Persons Responsible

Fourth Grade Writing Teacher

Target Dates or Schedule

Daily during instruction.

Evidence of Completion

Formative: Biweekly assessments and District Interim Data reports Summative Assessment – Results of the 2014 FCAT Writing 2.0

Action Step 2

Provide Professional Development opportunities for teachers to implement Writing across the curriculum and Four Squares Writing in order to increase student's writing proficiency in the 2014 FCAT 2.0 Writing Assessment.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

August 2013

Evidence of Completion

Exit Slip, Writing Across the Curriculum Professional Development sign in sheet.

Facilitator:

Reading Coach

Participants:

School-wide

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

Administration and Reading Coach will monitor fidelity of implemented strategies through daily walk throughs.

Person or Persons Responsible

Administrators, LLT and Reading Coach will review walk through reports and make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walk-throughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly walk-through Reports and Formal observations.

Plan to Monitor Effectiveness of G2.B1.S1

Administration, Reading Coach and LLT will analyze student's work progress and bi-weekly assessments to monitor the effective use of FCAT Writing teaching strategies.

Person or Persons Responsible

Administration, LLT, Reading Coach will review data and make recommendations based on students' assessments data.

Target Dates or Schedule

Data and instructional strategies will be reviewed during bi-weekly LLT meetings.

Evidence of Completion

Bi-weekly LLT agenda and sign in sheets.

G3. During the 2013 Mathematics FCAT 2.0 the level of student proficiency was 45%. Our goal for the 2014 Mathematics FCAT 2.0 is to maintain proficiency at 40% points.

G3.B1 During the 2013 Mathematics FCAT 2.0 the level of student proficiency in the ELL subgroup was 43%. Our goal for the 2014 Mathematics FCAT 2.0 is to increase proficiency to 53%; indicating an increase of 10% points. According to the 2013 Mathematics FCAT 2.0 results, students' in the ELL subgroup demonstrated deficiency in the following Reporting Category: Number: Operations, Problems and Statistics.

G3.B1.S1 Teachers will provide students with strategies to meet the necessary standards for Reporting Category 1: Number: Operations, Problems and Statistics

Action Step 1

Provide Teachers with a Professional Development opportunity on theTransition to Common Core Standards.

Person or Persons Responsible

Administration

Target Dates or Schedule

September 5, 2013

Evidence of Completion

"Transition to Common Core Standards" Professional Development sign in sheet.

Facilitator:

Administration

Participants:

School-wide

Action Step 2

Provide Math and Science teachers with a Professional Development opportunity on Implementing Manipulatives in Differentiated Instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

TBD November 2013

Evidence of Completion

"What role can Manipulatives play in instruction?" Professional Development sign in sheet.

Facilitator:

Administration

Participants:

Math and Science Teachers

Action Step 3

Teachers will provide students with hands on experiences to facilitate the fluency with grade-level appropriate number concepts and apply the learning to solve real-world problems. Also, teachers will provide practice to develop an understanding of number relationships. Special area teachers will plan cohesively with subject area teachers to target concepts via the interdisciplinary approach. Students will engage in daily journals to elaborate. Once a month they will review and share the results of the activities with the whole group and create additional examples to add to their journals. Engaging activities will be developed to increase complexity each week. Once a month students will analyze, construct and draw conclusions about data displayed in frequency tables, bar graphs, pictographs an/ or line plots to demonstrate mastery.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily during instruction

Evidence of Completion

Formative: Weekly Assessments, Interim Assessments, Reports from FCAT Explorer and Florida Achieves Summative: Results of the FCAT 2.0 Mathematics to measure effectiveness of strategies implemented

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

Administration and Leadership Team will monitor fidelity of implemented strategies through daily walk throughs.

Person or Persons Responsible

Administration and Leadership Team will review walk through reports and make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walk-throughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly walk-through Reports and Formal observations.

Plan to Monitor Effectiveness of G3.B1.S1

Administration and Leadership Team will analyze student's work progress and bi-weekly assessments to monitor the effective use of Informational Text teaching strategies.

Person or Persons Responsible

Administration and Leadership Team will review data and make recommendations based on students' assessments data.

Target Dates or Schedule

Data and instructional strategies will be reviewed during bi-weekly LLT meetings.

Evidence of Completion

Bi-weekly LLT agenda and sign in sheets.

G3.B2 During the 2013 Mathematics FCAT 2.0 the level of student proficiency was 28%. Our goal for the 2014 Mathematics FCAT 2.0 is to increase proficiency to 32%; indicating an increase of 4% points. According to the 2013 FCAT 2.0 Mathematics results, students' scoring a level 3 demonstrated deficiency in the following Reporting Categories: Numbers Operations Problems and Statistics (Grade 3), Base Ten and Fractions (Grade 4 and Grade 5), Geometry and Measurement (Grade 6).

G3.B2.S1 Teachers will provide students with strategies to meet the necessary standards from Reporting Categories: Numbers Operations Problems and Statistics (Grade 3), Base Ten and Fractions (Grade 4 and Grade 5), Geometry and Measurement (Grade 6).

Action Step 1

Reporting Category: Numbers Operations Problems and Statistics Grade 3 Teachers will provide students with hands on experiences to facilitate the fluency with grade-level appropriate number concepts and apply the learning to solve real-world problems. Also, teachers will provide practice to develop an understanding of number relationships. Special area teachers will plan cohesively with subject area teachers to target concepts via the interdisciplinary approach.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily during classroom instruction

Evidence of Completion

Formative: Weekly Assessments, Interim Assessments, Reports from FCAT Explorer and FLORIDA Achieves Summative: The 2014 FCAT 2.0 Results will be analyzed to determine the effectiveness of strategies.

Action Step 2

Reporting Category: Base 10 and Fractions Grade 4 and Grade 5 • Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of relating decimals, fractions, and percents; and comparing and ordering fractions and decimals. • Provide ongoing support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs. • Provide contexts for mathematical exploration and the development of student understanding of number and operations through the usage of manipulatives/models and engaging opportunities for continuous practice.

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Daily during classroom instruction

Evidence of Completion

Formative: Weekly Assessments, Interim Assessments, Reports from FCAT Explorer and FLORIDA Achieves Summative: The 2014 FCAT 2.0 Results will be analyzed to determine the effectiveness of strategies.

Action Step 3

Reporting Category: Geometry and Measurement Grade 6 • Plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of geometry and measurement. • Increasing the usage of pacing guides aligned topic assessments and Florida Achieves. The main focus of these resources is to progress monitor students' mastery of targeted grade level objectives and essential content.

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Daily during instruction

Evidence of Completion

Formative: Weekly Assessments, Interim Assessments, Reports from FCAT Explorer and FLORIDA Achieves Summative: The 2014 FCAT 2.0 Results will be analyzed to determine the effectiveness of strategies.

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

Administration and Leadership Team will analyze student's work progress and bi-weekly assessments to monitor the effective use of implemented strategies.

Person or Persons Responsible

Administration and Leadership Team will review walk through reports and make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walk-throughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly walk-through Reports and Formal observations..

Plan to Monitor Effectiveness of G3.B2.S1

Administration and Leadership Team will analyze student's work progress and bi-weekly assessments to monitor the effective use of Numbers Operations Problems and Statistics, Base Ten and Fractions and Geometry and Measurement teaching strategies.

Person or Persons Responsible

Administration and Leadership Team will review data and make recommendations based on students' assessments data.

Target Dates or Schedule

Data and instructional strategies will be reviewed during bi-weekly LLT meetings.

Evidence of Completion

Bi-weekly LLT agenda and sign in sheets.

G3.B3 During the 2013 Mathematics FCAT 2.0 the level of students achieving levels 4-5 proficiency was 14%. Our goal for the 2014 Mathematics FCAT 2.0 is to increase levels 4-5 proficiency to 16%; indicating an increase of 2% points. According to the 2013 FCAT 2.0 Mathematics results, students' achieving levels 4-5 demonstrated deficiency in the following Reporting Categories: Fractions (Grade 3), Base Ten and Fractions (Grade 4 and Grade 5), Geometry and Measurement (Grade 6).

G3.B3.S1 Teachers will provide students with strategies to meet the necessary standards for the following Reporting Categories: Fractions (Grade 3), Base Ten and Fractions (Grade 4 and Grade 5), Geometry and Measurement (Grade 6).

Action Step 1

Reporting Category: Fractions Grade 3 Teachers will Increase opportunities for students to • Represent and identify equivalent fractions, including fractions greater than one, using models. • Compare and order fractions, including fractions greater than one, using models and strategies. • Increase usage of resources such as; FcatExplorer.com, Florida-Achieves, and manipulatives.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily during instruction.

Evidence of Completion

Formative: Weekly Assessments, Interim Assessments, Reports from FCAT Explorer and Florida Achieves Summative: Results from the 2014 FCAT 2.0 Mathematics assessment

Action Step 2

Reporting Category: Base 10 and Fractions Grade 4 and Grade 5 Teachers will increase opportunities for students to • Estimate fractions, mixed numbers, and/or decimals in the same or different forms in real world situations. • Rename fractions as mixed numbers, or vice versa. • Increase usage of resources as; FcatExplorer.com, Florida-Achieves, and manipulatives.

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Daily during instruction.

Evidence of Completion

Formative: Weekly Assessments, Interim Assessments, Reports from FCAT Explorer and Florida Achieves Summative: Results from the 2014 FCAT 2.0 Mathematics assessment

Action Step 3

Reporting Category: Geometry and Measurement Grade 6 • Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of geometry and measurement. • Provide opportunities for students discourse to ensure students communication precisely to others, use clear definitions in discussion, and construct viable arguments to defend their reasoning in the areas of geometry and measurement. • Increase usage of resources such as; Fcatexplorer.com, Florida-Achieves, and manipulatives.

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Daily during instruction.

Evidence of Completion

Formative: Weekly Assessments, Interim Assessments, Reports from FCAT Explorer and Florida Achieves Summative: Results from the 2014 FCAT 2.0 Mathematics assessment

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

Administration and Leadership Team will monitor fidelity of implemented strategies through daily walk throughs.

Person or Persons Responsible

Administration and Leadership Team will review walk through reports and make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walk-throughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly walk-through Reports and Formal observations.

Plan to Monitor Effectiveness of G3.B3.S1

Administration and Leadership Team will analyze student's work progress and bi-weekly assessments to monitor the effective use of Informational Text teaching strategies.

Person or Persons Responsible

Administration and Leadership Team will review data and make recommendations based on students' assessments data.

Target Dates or Schedule

Data and instructional strategies will be reviewed during bi-weekly LLT meetings.

Evidence of Completion

Bi-weekly LLT agenda and sign in sheets.

G3.B4 During the 2013 Mathematics FCAT 2.0 the percentage of students achieving learning gains was 65%. Our goal for the 2014 Mathematics FCAT 2.0 is to increase proficiency to 69%; indicating an increase of 4% points. According to the 2013 Mathematics FCAT 2.0 results, students' achieving learning gains demonstrated deficiency in the following Reporting Category: Number: Operations, Problems and Statistics.

G3.B4.S1 Teachers will provide students with strategies to meet the necessary standards on the FCAT 2.0 Mathematics assessment.

Action Step 1

Teachers will provide students with hands on experiences to facilitate the fluency with grade-level appropriate number concepts and apply the learning to solve real-world problems. Also, teachers will provide practice to develop an understanding of number relationships.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily during instruction

Evidence of Completion

Formative: Weekly assessments, District Interim Data reports, Reports from FCAT Explorer and Florida-Achieves Summative: Results from the 2014 FCAT 2.0 Mathematics assessment

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

During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Daily during classroom walk-throughs Data and strategies will be analyzed bi-weekly

Evidence of Completion

Formative: Weekly assessments, District Interim Data reports, Reports from FCAT Explorer and Florida-Achieves Summative: Results from the 2014 FCAT 2.0 Mathematics assessment

Plan to Monitor Effectiveness of G3.B4.S1

During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed.Teachers will conduct data chats with students upon the completion of district assessments to monitor their progress.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Daily during walk-throughs

Evidence of Completion

Formative: Weekly assessments, District Interim Data reports, Reports from FCAT Explorer and Florida-Achieves Summative: Results from the 2014 FCAT 2.0 Mathematics assessment

G3.B5 During the 2013 Mathematics FCAT 2.0 we achieved 65% points of Mathematics learning gains in the lowest 25 percentile. Our goal for the 2014 school year is to increase the percentage of Mathematics learning gains in the lowest 25 percentile to 69%; indicating an increase of 4% points. According to the 2013 Mathematics FCAT 2.0 results, students' achieving learning gains in the lowest 25 percentile demonstrated deficiency in the following Reporting Category: Number: Operations, Problems and Statistics.

G3.B5.S1 Teachers will provide students with strategies to meet the necessary standards for the following Reporting Category: Number: Operations, Problems and Statistics.

Action Step 1

Teachers will provide students with additional assistance with the implementation of hands on experience to facilitate the fluency with grade-level appropriate number concepts and apply the learning to solve real-world problems. Also, teachers will provide practice to develop an understanding of number relationships. Students will be provided with interventions and tutoring to help them achieve proficiency levels.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily during instruction

Evidence of Completion

Formative: Weekly Assessments, District Interim Reports, FCAT Explorer and Florida Achieves Reports Summative: FCAT 2.0 Mathematics results

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

Administration and LLT will monitor fidelity of implemented strategies through daily walk throughs.

Person or Persons Responsible

Administration and LLT will review walk through reports and make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walk-through wills be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly Walk-through Reports and Formal observations.

Plan to Monitor Effectiveness of G3.B5.S1

Teacher student data chats will be conducted to monitor students' progress and measure effectiveness of strategies being implemented.

Person or Persons Responsible

Administration and LLT will review data and make recommendations based on students' assessments data.

Target Dates or Schedule

Data and instructional strategies will be reviewed during bi-weekly LLT meetings.

Evidence of Completion

Bi-weekly LLT agenda and sign in sheets.

G3.B6 During the 2013-2014 school year 0% of our middle school students participated in the Middle School Acceleration Program. Our goal for the 2014-2015 school year is to increase the percentage of student participation to 17% points .

G3.B6.S1 Teachers will use higher order questioning strategies. Technology integration and discovery-based activities will be incorporated to help students achieve the necessary standards.

Action Step 1

Provide opportunities for students to: 1-Symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations in two variables. 2-Solve algebraic proportions in real-world and mathematical contexts. 3-Apply the laws of exponents to simplify monomial expressions with integral exponents.

Person or Persons Responsible

Mathematics Teacher

Target Dates or Schedule

Daily during instruction

Evidence of Completion

Formative: Weekly assessments, Interim Assessments, and reports from FCAT Explorer and Florida Achieves. Summative: 2014 FCAT 2.0 Mathematics

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

Administration and Leadership Team will monitor fidelity of implemented strategies through daily walk throughs.

Person or Persons Responsible

Administration and Leadership Team will review walk through reports and make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walk-throughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly walk-through Reports and Formal observations.

Plan to Monitor Effectiveness of G3.B6.S1

Administration and Leadership Team will analyze student's work progress and bi-weekly assessments to monitor the effective use of the selected strategies.

Person or Persons Responsible

Administration and Leadership Team will review data and make recommendations based on students' assessment data.

Target Dates or Schedule

Data and instructional strategies will be reviewed during bi-weekly LLT meetings.

Evidence of Completion

Bi-weekly LLT agenda and sign in sheets.

G4. During the 2013 5th Grade Science FCAT 2.0 the level of student proficiency was 14%. Our goal for the 2014 5th Grade Science FCAT 2.0 is to increase proficiency to 20%; indicating an increase of 6% points.

G4.B1 During the 2013 5th Grade Science FCAT 2.0 the level of student proficiency was 14%. Our goal for the 2014 5th Grade Science FCAT 2.0 is to increase proficiency to 20%; indicating an increase of 6% points. Students demonstrated a deficiency in the following Reporting Categories: The Nature of Science and Physical Science.

G4.B1.S1 Teachers will provide students with strategies to meet the necessary standards to achieve proficiency levels on the Science FCAT 2.0 2014 assessment.

Action Step 1

Teachers will provide opportunities for students to; Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic. (At least two Hands on Science Experiments will be conducted per week and 1 Virtual Science lab through GIZMOS) Utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e. at grade level, intervention and enrichment groups.) Engage in peer-to-peer and community service learning through projects within the classroom, school, and/or community that increase awareness of current issues in Science. Increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards. Incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, PBS, etc.) Participate in ongoing data chats with students upon the completion of each assessment.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Daily during instruction.

Evidence of Completion

Data from the district interim assessments will also be analyzed effectiveness and students' progress The 2014 FCAT 2.0 results will be used to determine effectiveness of this strategy.

Action Step 2

Provide teachers with a Professional Development opportunity to become familiarized with the 5 E's Instructional Model (Engage, Explore, Evaluate, Extend and Elaborate). Teacher will become exposed to the 5 E's Instructional Planning and Science teachers will be suggested to implement this model.

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013

Evidence of Completion

Exit Slip, 5 E's Professional Development Sign in Sheet.

Facilitator:

Barbara Sanchez

Participants:

School-wide

Action Step 3

Provide Science teachers in grades 3rd-6th with a Professional Development opportunity to become familiarized with various instructional strategies to target our 2013 FCAT 2.0 Science weakest benchmarks: Nature of Science and Physical Science.

Person or Persons Responsible

Adminsitration

Target Dates or Schedule

TBD (To be Determined) November 2013

Evidence of Completion

Nature of Science and Physical Science instructional strategies Professional Development, Exit Slip.

Facilitator:

Barbara Sanchez

Participants:

3rd-6th Grade Science Teachers

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

Administration and LLT will monitor fidelity of implemented strategies through daily walk throughs.

Person or Persons Responsible

Administration and LLT will review walk through reports and make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walk-throughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly walk-through Reports and Formal observations.

Plan to Monitor Effectiveness of G4.B1.S1

Administration and LLT will analyze student's work progress and bi-weekly assessments to monitor the effective use of Science strategies.

Person or Persons Responsible

Administration and LLT will review data and make recommendations based on students' assessments data.

Target Dates or Schedule

Data and instructional strategies will be reviewed during bi-weekly LLT meetings.

Evidence of Completion

Bi-weekly LLT agenda and sign in sheets.

G4.B2 During the 2013 5th Grade Science FCAT 2.0 the level of student proficiency levels 4-5 was 0%. Our goal for the 2014 5th Grade Science FCAT 2.0 is to increase levels 4-5 proficiency to 3%; indicating an increase of 3% points. Students demonstrated a deficiency in the following Reporting Categories: The Nature of Science and Physical Science.

G4.B2.S1 Teachers will provide students with strategies to meet the necessary standards to achieve proficiency levels 4-5 on the Science FCAT 2.0 2014 assessment, mainly focusing on Reporting Categories: Nature of Science and Physical Science.

Action Step 1

Science Teacher will.. • Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding. • Promote the use of instructional technology (e.g., Gizmos, Florida Achieve FCAT Explorer) on a daily basis • Ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards. etc.) to enhance and remediate student conceptual understanding of topics being addressed.

Person or Persons Responsible

Science Teacher

Target Dates or Schedule

Daily during instruction

Evidence of Completion

Formative: Weekly Assessments, District Interim Assessments, Reports from FCAT Explorer and Florida Achieves. Summative: 2014 FCAT 2.0 Science results

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

Administration and LLT will monitor fidelity of implemented strategies through daily walk throughs.

Person or Persons Responsible

Administration and LLT will review walk through reports and make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walk-throughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly walk-through Reports and Formal observations.

Plan to Monitor Effectiveness of G4.B2.S1

Administration and LLT will analyze student's work progress and bi-weekly assessments to monitor the effective use of Nature of Science and Physical Science teaching strategies.

Person or Persons Responsible

Administration and LLT will review data and make recommendations based on students' assessments data.

Target Dates or Schedule

Data and instructional strategies will be reviewed during bi-weekly LLT meetings.

Evidence of Completion

Bi-weekly LLT agenda and sign in sheets.

G5. During the 2012-2013 school year we conducted 25% of STEM related activities. Our goal for the 2013-2014 school will be to increase STEM related activities to 35%; indicating an increase of 10% points.

G5.B1 According to the 2012-2013 school year, some of the barriers we had were lack of materials and insufficient parental involvement.

G5.B1.S1 We will establish a plan and timeline for the development of student projects and increase the participation in STEM based activities.

Action Step 1

Teachers will utilize a variety of resources and materials that will allow them to implement STEM related activities and correlate them to meaningful objectives. Some examples include: Science Fair Projects and Interactive lab activities utilizing the Promethean Board.

Person or Persons Responsible

Administrators, Science and Mathematics Teachers

Target Dates or Schedule

Administrators will monitor the implementation of STEM practices on a weekly basis.

Evidence of Completion

Formative District Interim Data will be used to monitor students' progress.

Action Step 2

Provide teachers with a Professional Development "STEM Practices infused in daily lessons" where teachers will be exposed to various STEM related strategies, hands on activities and virtual activities.

Person or Persons Responsible

Administration

Target Dates or Schedule

October 2013

Evidence of Completion

STEM Practices infused in daily lessons Professional Development sign in sheet.

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

Administration and LLT will monitor fidelity of implemented STEM projects and activities through walk-throughs.

Person or Persons Responsible

Administration and LLT

Target Dates or Schedule

Administration will monitor the implementation of STEM practices on a weekly basis.

Evidence of Completion

Walk-through observation reports.

Plan to Monitor Effectiveness of G5.B1.S1

Administration and LLT will monitor the effectiveness of the implemented STEM practices and/or activities. Adjustments will be made as necessary.

Person or Persons Responsible

Administration and LLT

Target Dates or Schedule

STEM instructional activities and projects will be reviewed during bi-weekly LLT meetings.

Evidence of Completion

Walk-through observation documentation, LLT meetings agenda and sign in sheets

G6. During the 2012-2013 school year STEM learning opportunities weren't evident in the school. This school year our goal is to increase STEM learning opportunities for students using CTE curriculum by 10%.

G6.B1 Students had limited opportunities for advanced level STEM learning activities through the CTE curriculum in the school during the 2012-2013 school year.

G6.B1.S1 Teachers will provide students with strategies to be exposed to STEM learning activities through the CTE curriculum.

Action Step 1

Teacher will provide students opportunities to apply literacy and STEM-related skills when solving real-world problems. The teacher will also utilize Discovery Education resources to use for increasing STEM integration in CTE instruction.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Reading and Mathematics District Interim Data will be used to monitor students' progress.

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

Administration and LLT will monitor fidelity of implemented STEM learning activities through the CTE curriculum by conducting walk-throughs.

Person or Persons Responsible

Administration and LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Reading and Mathematics District Interim Data will be used to monitor students' progress.

Plan to Monitor Effectiveness of G6.B1.S1

Administration and LLT will monitor the effectiveness of the implemented STEM practices and/or activities through the CTE curriculum. Adjustments will be made as necessary.

Person or Persons Responsible

Administration and LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Walk-through observation documentation, LLT meetings agenda and sign in sheets

G7. Student data from the 2012-2013 school year indicated that 16% of students were negatively affected in the Early Warning Systems.Our goal for the 2013-2014 is to reduce the number of students negatively affected to 12%; indicating a decrease of 4% .

G7.B1 During the 2012-2013 school year 18% of students missed 10% or more of available Instructional Time. Our goal for the 2013-2014 is to reduce the percentage of students missing 10% or more of available time to 17%; indicating a decrease of 1% point.

G7.B1.S1 Administration will provide incentives and rewards recognizing excellent attendance to increase school attendance percentages. Incentives will be presented during our Title I Annual Meeting in the beginning of the school year. Parents will be informed of the District Code of Student Conduct, parents will be advised how the impact of student's academic performance is correlated with school attendance.

Action Step 1

The school will promote higher attendance rate by having monthly celebrations for students with excellent attendance.

Person or Persons Responsible

Administrations, School Counselor and Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

"Super Star" recognition awards and monthly super star nomination lists.

Action Step 2

Provide a Parental workshop where Parents will gain knowledge of the Student Code of Conduct. Parents will be advised how the impact of student's academic performance is correlated with school attendance. Truancy prevention will be discussed to the parents during this workshop.

Person or Persons Responsible

Administration and School Counselor

Target Dates or Schedule

Title I Annual Meeting - October 2013

Evidence of Completion

TITLE I Annual Meeting Sign in Sheet

Facilitator:

Administration and School Counselor

Participants:

September 2013

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

Administration and School Counselor will monitor the daily attendance bulletin located in the Principal's office. Administration-Teacher-Parent Conferences will be held for consistent absences.

Person or Persons Responsible

Administration and School Counselor

Target Dates or Schedule

In the biweekly Leadership Team Meetings the school attendance bulletin will be reviewed to target the students that are being absent with consistency.

Evidence of Completion

Attendance Bulletin Reports, Parent-Conferences sign in sheets, Leadership Team Meetings agenda and sign in sheets.

Plan to Monitor Effectiveness of G7.B1.S1

• Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI team. • The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. • Peer meditation teams will be developed as a means of assisting with conflict resolution. • Before and after school tutorial programs will be established to address students' areas of need. Participation in these programs will be closely monitored.

Person or Persons Responsible

Administration, School Counselor and MTSS/RtI.

Target Dates or Schedule

In the biweekly MTSS/RtI Meetings the school attendance bulletin will be reviewed to target the students that are being absent with consistency.

Evidence of Completion

Students' progress will be monitored through Reading data and district interim data.

G7.B2 During the 2012-2013 school year 7% of students were retained in grades Kindergarten-Fifth. Our goal for the 2013-2014 is to reduce the percentage of students being retained in grades Kindergarten-Fifth to 6%; indicating a decrease of 1% point.

G7.B2.S1 Various strategies will be implemented to minimize the percentage of students retained in Kindergarten-Fifth Grade.

Action Step 1

Classroom teachers will periodically meet with parents to provide information on what is being taught in class in order for parents to support the students at home.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Periodically

Evidence of Completion

Parent Training Sign in Sheets

Action Step 2

Interventions will be implemented for those students not meeting grade level expectations. Extended learning day tutoring will be mandatory for all students not performing at grade level. Students not performing at grade level will be referred to the MTSS/RtI team.

Person or Persons Responsible

Administration, MTSS/RtI

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Bi-weekly Assessments, District Interim Assessments Summative Assessments: 2014 SAT 10 Results/ 2014 FCAT 2.0 Results

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Administration and School Counselor will closely monitor students' progress with consistency to provide students with all necessary resources and strategies to promote grade level proficiency.

Person or Persons Responsible

Administration and School Counselor

Target Dates or Schedule

Administration, and School Counselor will meet monthly to monitor students' current academic levels and improvements.

Evidence of Completion

Walk-through documentations.

Plan to Monitor Effectiveness of G7.B2.S1

Administration and the School Counselor will closely monitor students' progress with consistency to provide students with all necessary resources and strategies to promote grade level proficiency.

Person or Persons Responsible

Administration,School Counselor and Classroom Teachers

Target Dates or Schedule

Administration, and School Counselor will meet monthly to monitor students' progress and improvements.

Evidence of Completion

LLT agenda and sign in sheets.

G7.B3 During the 2012-2013 school year 74% of students were not proficient in Reading by 3rd Grade. Our goal for the 2013-2014 is to reduce the percentage of students not proficient in Reading by 3rd Grade.to 67; indicating a decrease of 7% points.

G7.B3.S1 Teachers will provide students with the necessary reading strategies to meet grade level standards.

Action Step 1

Students will be provided with the resources and tools necessary to assist students achieve reading proficiency levels. Early Bird tutoring and Extended learning tutoring will be implemented to address students' areas of needs.Flexible pull-out remediation and differentiated instruction will be implemented to those students not demonstrating mastery on Weekly Assessments and/or District Interim Assessments. Participation in these programs will be closely monitored.

Person or Persons Responsible

Teachers, Administration, MTSS/RtI and School Counselor

Target Dates or Schedule

Daily

Evidence of Completion

Formative: Bi-weekly Assessments, District Interim Assessments Summative: 2014 SAT 10 Results/ 2014 FCAT 2.0 Results

Plan to Monitor Fidelity of Implementation of G7.B3.S1

Administration, MTSS/RtI and School Counselor will closely monitor students' progress with consistency to provide students with all necessary resources and strategies to promote grade level proficiency by conducting daily walk-throughs.

Person or Persons Responsible

Administration, MTSS/RtI and School Counselor

Target Dates or Schedule

Administration, MTSS/RtI and School Counselor will meet monthly to monitor students' current academic levels and improvements.

Evidence of Completion

Walk-through documentation.

Plan to Monitor Effectiveness of G7.B3.S1

Administration, MTSS/RtI and School Counselor will closely monitor students' progress with consistency to provide students with all necessary resources and strategies to promote grade level proficiency.

Person or Persons Responsible

Administration, MTSS/RtI and School Counselor

Target Dates or Schedule

Administration, MTSS/RtI and School Counselor will meet monthly to monitor students' current academic levels and improvements.

Evidence of Completion

MTSS/RtI agenda and sign in sheets.

G7.B4 During the 2012-2013 school year 2% of students received two or more behavior referrals. Our goal for the 2013-2014 school year is to reduce the percentage of students receiving two or more behavior referrals to 1%; indicating a decrease of 1% point.

G7.B4.S1 Various strategies will be implemented school wide to promote decreasing the % of students who receive two or more behavior referrals.

Action Step 1

• The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. • Peer meditation teams will be developed as a means of assisting with conflict resolution. • Before and after school tutorial programs will be established to address students' areas of need. Participation in these programs will be closely monitored.

Person or Persons Responsible

MTSS/RtI, School Counselor

Target Dates or Schedule

The MTSS/RtI will frequently monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Evidence of Completion

Report of SCAMS

Plan to Monitor Fidelity of Implementation of G7.B4.S1

• The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. • Peer meditation teams will be developed as a means of assisting with conflict resolution. • Before and after school tutorial programs will be established to address students' areas of need. Participation in these programs will be closely monitored.

Person or Persons Responsible

MTSS/RtI, School Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Report of SCAMS

Plan to Monitor Effectiveness of G7.B4.S1

• The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. • Peer meditation teams will be developed as a means of assisting with conflict resolution. • Before and after school tutorial programs will be established to address students' areas of need. Participation in these programs will be closely monitored.

Person or Persons Responsible

MTSS/RtI, School Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Report of SCAMS

G7.B5 During the 2012-2013 school year 1% of students received two or more behavior referrals that lead to suspension. Our goal for the 2013-2014 school year is to maintain the percentage of students who receive two or more behavioral referrals that lead to suspension to 1%.

G7.B5.S1 Students and parents will become familiarized with the District Student Code of Conduct.

Action Step 1

The MTSS/RtI will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. • Peer meditation teams will be developed as a means of assisting with conflict resolution. • Before and after school tutorial programs will be established to address students' areas of need. Participation in these programs will be closely monitored.

Person or Persons Responsible

MTSS/RtI, School Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

The MTSS/RtI team will frequently monthly students who received two or more behavior referrals that lead to suspension.

Plan to Monitor Fidelity of Implementation of G7.B5.S1

The MTSS/RtI will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. • Peer meditation teams will be developed as a means of assisting with conflict resolution. • Before and after school tutorial programs will be established to address students' areas of need. Participation in these programs will be closely monitored.

Person or Persons Responsible

MTSS/RtI, School Counselor

Target Dates or Schedule

The MTSS/RtI team will frequently monthly students who received two or more behavior referrals that lead to suspension.

Evidence of Completion

Report of SCAMS

Plan to Monitor Effectiveness of G7.B5.S1

The MTSS/RtI will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. • Peer meditation teams will be developed as a means of assisting with conflict resolution. • Before and after school tutorial programs will be established to address students' areas of need. Participation in these programs will be closely monitored.

Person or Persons Responsible

MTSS/RtI, School Counselor

Target Dates or Schedule

The MTSS/RtI team will frequently monthly students who received two or more behavior referrals that lead to suspension.

Evidence of Completion

Report of SCAMS

G7.B6 During the 2012-2013 school year 0% of students failed a math course in 6th grade. Our goal for the 2013-2014 school year is to maintain the percentage of students who fail a math course in 6th grade to 0%.

G7.B6.S1 Teachers will provide supplemental materials to all students to reinforce math concepts.

Action Step 1

Students will be exposed to supplemental instructional materials during extended learning day to allow students to learn in depth concepts that are being taught on a daily basis

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Biweekly assessments, District Interim Assessments. Summative Assessments:2014 FCAT 2.0 Results

Plan to Monitor Fidelity of Implementation of G7.B6.S1

District interim data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.Administration, SBLT and School Counselor will meet monthly to monitor students' current academic levels and improvements.

Person or Persons Responsible

SBLT and EESAC Committee

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Biweekly assessments, District Interim Assessments. Summative Assessments:2014 FCAT 2.0 Results

Plan to Monitor Effectiveness of G7.B6.S1

District interim data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.Administration, SBLT and School Counselor will meet periodically to monitor students' current academic levels and improvements.

Person or Persons Responsible

SBLT and EESAC Committee

Target Dates or Schedule

District interim data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.

Evidence of Completion

Formative Assessments: Biweekly assessments, District Interim Assessments. Summative Assessments:2014 FCAT 2.0 Results

G7.B7 During the 2012-2013 school year 0% of students failed an English Language Arts Course in 6th grade. Our goal for the 2013-2014 school year is to maintain the percentage of students failing an English Language Arts Course to 0%.

G7.B7.S1 Teachers will provide additional support for students not acquiring grade level Reading standards.

Action Step 1

Students will be provided with extended learning day to target individual needs of learners while reviewing all benchmarks, standards and objectives that have been taught throughout the week. Students will also be challenged with higher order thinking questions.

Person or Persons Responsible

LLT and EESAC Committee

Target Dates or Schedule

District interim data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.

Evidence of Completion

Formative Assessments: Biweekly assessments, District Interim Assessments. Summative Assessments: 2014 FCAT 2.0 Results

Plan to Monitor Fidelity of Implementation of G7.B7.S1

District interim data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.Administration, LLT and School Counselor will meet monthly to monitor students' current academic levels and improvements.

Person or Persons Responsible

Administration, LLT and School Counselor

Target Dates or Schedule

Monthly during EESAC meetings.

Evidence of Completion

Formative Assessments: Biweekly assessments, District Interim Assessments. Summative Assessments:2014 FCAT 2.0 Results

Plan to Monitor Effectiveness of G7.B7.S1

District interim data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.Administration, LLT and School Counselor will meet monthly to monitor students' current academic levels and improvements.

Person or Persons Responsible

LLT and EESAC Committee

Target Dates or Schedule

District interim data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies will be made as needed.

Evidence of Completion

Formative Assessments: Biweekly assessments, District Interim Assessments. Summative Assessments:2014 FCAT 2.0 Results

G7.B8 During the 2012-2013 school year 0% of students failed two or more courses in 6th grade. Our goal for the 2013-2014 school year is to maintain the percentage of students failing two or more courses in 6th grade to 0%.

G7.B8.S1 Teachers will provide additional support for students failing two or more courses in 6th Grade.

Action Step 1

Students will be provided with extended learning day to target individual needs of learners while reviewing all benchmarks, standards and objectives that have been taught throughout the week. Students will also be challenged with higher order thinking questions. Students will be exposed to supplemental materials for Reading and Mathematics.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Classroom walk-throughs.

Plan to Monitor Fidelity of Implementation of G7.B8.S1

Administration and LLT will monitor fidelity of implemented strategies through daily walk-throughs conducted during Early Bird Tutoring and Extended Learning Tutorials.

Person or Persons Responsible

Administration and LLT will review walk through reports and make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walk-through will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly Walk-through Reports.

Plan to Monitor Effectiveness of G7.B8.S1

Administration and LLT will analyze student's work progress and bi-weekly assessments to monitor the effective use of interventions. Students not meeting the necessary standards to pass two or more courses will be referred to the MTSS/RtI team.

Person or Persons Responsible

Administration, LLT, and MTSS/RtI

Target Dates or Schedule

During MTSS/RtI bi-weekly team meetings will review the students' academic progress and meet with teachers regarding concerns.

Evidence of Completion

MTSS/RtI agenda and sign in sheets.

Coordination and Integration

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

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. The school will schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

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. During the 2013 Reading FCAT 2.0 the level of student proficiency was 32%. Our goal for the 2014 Reading FCAT 2.0 is to increase proficiency to 50%; indicating an increase of 18% points.

G1.B1 During the 2013 Reading FCAT 2.0 the level of student proficiency in the Hispanics subgroup was 30%. Our goal for the 2014 Reading FCAT 2.0 is to increase proficiency to 57%; indicating an increase of 27% points. According to the 2013 FCAT 2.0 Reading results, students' in the Hispanics subgroup demonstrated deficiency in the following Reporting Category: Vocabulary.

G1.B1.S1 Teachers will provide students with strategies to meet the necessary standards for Reading Category 1: Vocabulary.

PD Opportunity 1

Provide Professional Development for teachers to effectively implement Interactive Word Walls. Teachers will understand the importance of having word walls because they promote vocabulary growth and lead to improvement in literacy. They also provide meaningful building of vocabulary with emphasis on student engagement and higher level thinking skills

Facilitator

Administration

Participants

School-wide

Target Dates or Schedule

August 2013

Evidence of Completion

Walk-through reports

G1.B2 During the 2013 Reading FCAT 2.0 the level of student proficiency in the ED subgroup was 32%. Our goal for the 2014 Reading FCAT 2.0 is to increase proficiency to 54%; indicating an increase of 22% points. According to the 2013 FCAT 2.0 Reading results, students' in the ED subgroup demonstrated deficiency in the following Reporting Category: Reading Application.

G1.B2.S1 Teachers will provide students with strategies to meet the necessary standards for Reading Category 2: Reading Application.

PD Opportunity 1

Provide Professional Development opportunities for teachers to effectively implement Differentiated Instruction and Centers in their classroom in order to target each of the students individual needs.

Facilitator

Barbara Sanchez (Principal), Marielys Llorente (Assistant Principal) and Tania Morales (Reading Coach)

Participants

School Wide

Target Dates or Schedule

August 2013

Evidence of Completion

Exit slip and Differentiated Instruction Professional Development Sign in sheet.

PD Opportunity 2

Provide Professional Development opportunity for teachers to effectively implement the Search and Destroy strategy across the curriculum. Introducing the Search and Destroy strategy to students will prepare students to
students to reach increased levels of comprehension through the combining of four
highly effective reading strategies (Preview, Focus Questions, Chunking, and Mark up the Text).

Facilitator

Tania Morales

Participants

School-wide

Target Dates or Schedule

August 2013

Evidence of Completion

Exit slip and Search and Destroy Professional Development sign in sheet.

G1.B3 During the 2013 Reading FCAT 2.0 the level of student proficiency was 18%. Our goal for the 2014 Reading FCAT 2.0 is to increase proficiency to 23%; indicating an increase of 5% points. According to the 2013 FCAT 2.0 Reading results, students' scoring a level 3 demonstrated deficiency in the following Reporting Category: Informational Text.

G1.B3.S1 Teachers will provide students with strategies to meet the necessary standards for Reporting Category 4: Informational Text.

PD Opportunity 1

Provide teachers with the opportunity to attend a Professional Development where they will be exposed to the new Mc-Graw Reading Wonders Series per grade level.

Facilitator

District Personnel

Participants

Grades 1-5 Reading Teachers

Target Dates or Schedule

October 2013

Evidence of Completion

Certificate of Completion for the Mc-Graw Hill Common Core Professional Development.

G1.B4 During the 2013 Reading FCAT 2.0 the level of student proficiency achieving learning gains was 75%. Our goal for the 2014 Reading FCAT 2.0 is to increase proficiency to 78%; indicating an increase of 3% points. According to the 2013 FCAT 2.0 Reading results, students' scoring achieving learning gains demonstrated deficiency in the following Reporting Category: Reading Application.

G1.B4.S1 Teachers will provide students with strategies to meet necessary standards for Reading Category 2: Reading Application.

PD Opportunity 1

Provide a Professional Development opportunity for teachers to effectively implement Data Driven Instruction and the Florida Continuous Improvement Model in order to target each of the students individual needs.

Facilitator

Administration

Participants

School-wide

Target Dates or Schedule

August 2013

Evidence of Completion

Data Drive Instruction and FCIM Professional Development sign in sheet.

G1.B5 During the 2013 Reading FCAT 2.0 we achieved 75% points of Reading learning gains in the lowest 25 percentile. Our goal for the 2014 school year is to increase the percentage of Reading learning gains in the lowest 25 percentile to 78%; indicating an increase of 3% points. According to the 2013 FCAT 2.0 Reading results, students' achieving learning gains in the lowest 25 percentile demonstrated deficiency in the following Reporting Category: Reading Application.

G1.B5.S1 Teachers will provide students with strategies to meet the necessary standards for Reporting Category 2: Reading Application

PD Opportunity 1

Provide Teachers with a Professional Development on Webb's Depth of Knowledge, teachers will become familiarized with Higher Order Thinking Questions Webb and will understand the questioning levels that grow in cognitive complexity and how to provide more cognitively engaging and challenging tasks.

Facilitator

Barbara Sanchez

Participants

School-wide

Target Dates or Schedule

TBD November 2013

Evidence of Completion

Webb's Depth of Knowledge Professional Development Sign in sheets.

G2. During the 2013 Writing FCAT 2.0 the level of student proficiency was 37%. Our goal for the 2014 Writing FCAT 2.0 is to increase proficiency to 43%; indicating an increase of 6% points.

G2.B1 According to the 2013 FCAT 2.0 Writing Assessment, 4th grade students demonstrated difficulty in narrative writing. The greatest area of weaknesses were editing, revising, and adding details.

G2.B1.S1 Teachers will provide students with strategies to meet the necessary standards to score proficiency levels on the FCAT 2.0 Writing.

PD Opportunity 1

Provide Professional Development opportunities for teachers to implement Writing across the curriculum and Four Squares Writing in order to increase student's writing proficiency in the 2014 FCAT 2.0 Writing Assessment.

Facilitator

Reading Coach

Participants

School-wide

Target Dates or Schedule

August 2013

Evidence of Completion

Exit Slip, Writing Across the Curriculum Professional Development sign in sheet.

G3. During the 2013 Mathematics FCAT 2.0 the level of student proficiency was 45%. Our goal for the 2014 Mathematics FCAT 2.0 is to maintain proficiency at 40% points.

G3.B1 During the 2013 Mathematics FCAT 2.0 the level of student proficiency in the ELL subgroup was 43%. Our goal for the 2014 Mathematics FCAT 2.0 is to increase proficiency to 53%; indicating an increase of 10% points. According to the 2013 Mathematics FCAT 2.0 results, students' in the ELL subgroup demonstrated deficiency in the following Reporting Category: Number: Operations, Problems and Statistics.

G3.B1.S1 Teachers will provide students with strategies to meet the necessary standards for Reporting Category 1: Number: Operations, Problems and Statistics

PD Opportunity 1

Provide Teachers with a Professional Development opportunity on theTransition to Common Core Standards.

Facilitator

Administration

Participants

School-wide

Target Dates or Schedule

September 5, 2013

Evidence of Completion

"Transition to Common Core Standards" Professional Development sign in sheet.

PD Opportunity 2

Provide Math and Science teachers with a Professional Development opportunity on Implementing Manipulatives in Differentiated Instruction.

Facilitator

Administration

Participants

Math and Science Teachers

Target Dates or Schedule

TBD November 2013

Evidence of Completion

"What role can Manipulatives play in instruction?" Professional Development sign in sheet.

G4. During the 2013 5th Grade Science FCAT 2.0 the level of student proficiency was 14%. Our goal for the 2014 5th Grade Science FCAT 2.0 is to increase proficiency to 20%; indicating an increase of 6% points.

G4.B1 During the 2013 5th Grade Science FCAT 2.0 the level of student proficiency was 14%. Our goal for the 2014 5th Grade Science FCAT 2.0 is to increase proficiency to 20%; indicating an increase of 6% points. Students demonstrated a deficiency in the following Reporting Categories: The Nature of Science and Physical Science.

G4.B1.S1 Teachers will provide students with strategies to meet the necessary standards to achieve proficiency levels on the Science FCAT 2.0 2014 assessment.

PD Opportunity 1

Provide teachers with a Professional Development opportunity to become familiarized with the 5 E's Instructional Model (Engage, Explore, Evaluate, Extend and Elaborate). Teacher will become exposed to the 5 E's Instructional Planning and Science teachers will be suggested to implement this model.

Facilitator

Barbara Sanchez

Participants

School-wide

Target Dates or Schedule

September 2013

Evidence of Completion

Exit Slip, 5 E's Professional Development Sign in Sheet.

PD Opportunity 2

Provide Science teachers in grades 3rd-6th with a Professional Development opportunity to become familiarized with various instructional strategies to target our 2013 FCAT 2.0 Science weakest benchmarks: Nature of Science and Physical Science.

Facilitator

Barbara Sanchez

Participants

3rd-6th Grade Science Teachers

Target Dates or Schedule

TBD (To be Determined) November 2013

Evidence of Completion

Nature of Science and Physical Science instructional strategies Professional Development, Exit Slip.

G7. Student data from the 2012-2013 school year indicated that 16% of students were negatively affected in the Early Warning Systems.Our goal for the 2013-2014 is to reduce the number of students negatively affected to 12%; indicating a decrease of 4% .

G7.B1 During the 2012-2013 school year 18% of students missed 10% or more of available Instructional Time. Our goal for the 2013-2014 is to reduce the percentage of students missing 10% or more of available time to 17%; indicating a decrease of 1% point.

G7.B1.S1 Administration will provide incentives and rewards recognizing excellent attendance to increase school attendance percentages. Incentives will be presented during our Title I Annual Meeting in the beginning of the school year. Parents will be informed of the District Code of Student Conduct, parents will be advised how the impact of student's academic performance is correlated with school attendance.

PD Opportunity 1

Provide a Parental workshop where Parents will gain knowledge of the Student Code of Conduct. Parents will be advised how the impact of student's academic performance is correlated with school attendance. Truancy prevention will be discussed to the parents during this workshop.

Facilitator

Administration and School Counselor

Participants

September 2013

Target Dates or Schedule

Title I Annual Meeting - October 2013

Evidence of Completion

TITLE I Annual Meeting Sign in Sheet

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	During the 2013 Reading FCAT 2.0 the level of student proficiency was 32%. Our goal for the 2014 Reading FCAT 2.0 is to increase proficiency to 50%; indicating an increase of 18% points.	$10,211
G2.	During the 2013 Writing FCAT 2.0 the level of student proficiency was 37%. Our goal for the 2014 Writing FCAT 2.0 is to increase proficiency to 43%; indicating an increase of 6% points.	$3,141
G3.	During the 2013 Mathematics FCAT 2.0 the level of student proficiency was 45%. Our goal for the 2014 Mathematics FCAT 2.0 is to maintain proficiency at 40% points.	$17,576
G4.	During the 2013 5th Grade Science FCAT 2.0 the level of student proficiency was 14%. Our goal for the 2014 5th Grade Science FCAT 2.0 is to increase proficiency to 20%; indicating an increase of 6% points.	$7,347
G5.	During the 2012-2013 school year we conducted 25% of STEM related activities. Our goal for the 2013-2014 school will be to increase STEM related activities to 35%; indicating an increase of 10% points.	$500
G7.	Student data from the 2012-2013 school year indicated that 16% of students were negatively affected in the Early Warning Systems.Our goal for the 2013-2014 is to reduce the number of students negatively affected to 12%; indicating a decrease of 4% .	$500
	Total	$39,275

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Total
TITLE I, FTE	$6,847	$27,787	$34,634
TITLE 1	$3,141	$0	$3,141
EESAC	$500	$500	$1,000
FTE	$0	$500	$500
Total	$10,488	$28,787	$39,275

Budget Details

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

G1. During the 2013 Reading FCAT 2.0 the level of student proficiency was 32%. Our goal for the 2014 Reading FCAT 2.0 is to increase proficiency to 50%; indicating an increase of 18% points.

G1.B1 During the 2013 Reading FCAT 2.0 the level of student proficiency in the Hispanics subgroup was 30%. Our goal for the 2014 Reading FCAT 2.0 is to increase proficiency to 57%; indicating an increase of 27% points. According to the 2013 FCAT 2.0 Reading results, students' in the Hispanics subgroup demonstrated deficiency in the following Reporting Category: Vocabulary.

G1.B1.S1 Teachers will provide students with strategies to meet the necessary standards for Reading Category 1: Vocabulary.

Action Step 1

Teachers will implement the use of vocabulary word maps; word walls and personal dictionaries. Teachers will also emphasize reading strategies such as Reciprocal Teaching which help students determine the meaning of words by using context clues. Reading coach will train teachers on using this strategy throughout content areas.

Resource Type

Evidence-Based Program

Resource

Mc-Graw Hill Wonders, Mc-Graw WonderWorks, Florida Coach, Crosswalk, Buckledown, Ladders to Success, Jumpstart, ESOL Interventions

Funding Source

TITLE I, FTE

Amount Needed

$10,211

G2. During the 2013 Writing FCAT 2.0 the level of student proficiency was 37%. Our goal for the 2014 Writing FCAT 2.0 is to increase proficiency to 43%; indicating an increase of 6% points.

G2.B1 According to the 2013 FCAT 2.0 Writing Assessment, 4th grade students demonstrated difficulty in narrative writing. The greatest area of weaknesses were editing, revising, and adding details.

G2.B1.S1 Teachers will provide students with strategies to meet the necessary standards to score proficiency levels on the FCAT 2.0 Writing.

Action Step 1

Have students use revising/editing charts, teacher conferencing, collaborative discussions, or peer editing by: • evaluating a draft for the use of ideas and content, • rearranging words, sentences, and paragraphs, • creating clarity by using combination sentence structures (e.g. simple compound) to improve sentence fluency, • adding supporting details, and using transitions that connect the supporting details, • revising for the use of ideas and content (examples, statistics, comparison, cause/effect, vivid descriptions, and specific words), • including a developed incident as support for each reason, • revising specific words for general words (e.g., sensory words, rhyming words, words with multiple meanings, idioms, figurative language, surprising language), • using the FCAT Writing Rubric to refine draft

Resource Type

Evidence-Based Materials

Resource

Skills Coach Write it, Florida Coach Writing, Buckle Down Writing

Funding Source

TITLE 1

Amount Needed

$3,141

G3. During the 2013 Mathematics FCAT 2.0 the level of student proficiency was 45%. Our goal for the 2014 Mathematics FCAT 2.0 is to maintain proficiency at 40% points.

G3.B1 During the 2013 Mathematics FCAT 2.0 the level of student proficiency in the ELL subgroup was 43%. Our goal for the 2014 Mathematics FCAT 2.0 is to increase proficiency to 53%; indicating an increase of 10% points. According to the 2013 Mathematics FCAT 2.0 results, students' in the ELL subgroup demonstrated deficiency in the following Reporting Category: Number: Operations, Problems and Statistics.

G3.B1.S1 Teachers will provide students with strategies to meet the necessary standards for Reporting Category 1: Number: Operations, Problems and Statistics

Action Step 3

Teachers will provide students with hands on experiences to facilitate the fluency with grade-level appropriate number concepts and apply the learning to solve real-world problems. Also, teachers will provide practice to develop an understanding of number relationships. Special area teachers will plan cohesively with subject area teachers to target concepts via the interdisciplinary approach. Students will engage in daily journals to elaborate. Once a month they will review and share the results of the activities with the whole group and create additional examples to add to their journals. Engaging activities will be developed to increase complexity each week. Once a month students will analyze, construct and draw conclusions about data displayed in frequency tables, bar graphs, pictographs an/ or line plots to demonstrate mastery.

Resource Type

Evidence-Based Program

Resource

Holt McDougal GO Math, Common Core Coach, Florida Coach, Ladders to Success, Jumpstart, BuckleDown, Crosswalk, Florida Achieves

Funding Source

TITLE I, FTE

Amount Needed

$17,576

G4. During the 2013 5th Grade Science FCAT 2.0 the level of student proficiency was 14%. Our goal for the 2014 5th Grade Science FCAT 2.0 is to increase proficiency to 20%; indicating an increase of 6% points.

G4.B1 During the 2013 5th Grade Science FCAT 2.0 the level of student proficiency was 14%. Our goal for the 2014 5th Grade Science FCAT 2.0 is to increase proficiency to 20%; indicating an increase of 6% points. Students demonstrated a deficiency in the following Reporting Categories: The Nature of Science and Physical Science.

G4.B1.S1 Teachers will provide students with strategies to meet the necessary standards to achieve proficiency levels on the Science FCAT 2.0 2014 assessment.

Action Step 1

Teachers will provide opportunities for students to; Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic. (At least two Hands on Science Experiments will be conducted per week and 1 Virtual Science lab through GIZMOS) Utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e. at grade level, intervention and enrichment groups.) Engage in peer-to-peer and community service learning through projects within the classroom, school, and/or community that increase awareness of current issues in Science. Increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards. Incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, PBS, etc.) Participate in ongoing data chats with students upon the completion of each assessment.

Resource Type

Evidence-Based Materials

Resource

Science Fusion, Gizmos, Florida Coach, Ladders to Success, Jumpstart, Buckledown, Florida Achieves

Funding Source

TITLE I, FTE

Amount Needed

$6,847

G4.B2 During the 2013 5th Grade Science FCAT 2.0 the level of student proficiency levels 4-5 was 0%. Our goal for the 2014 5th Grade Science FCAT 2.0 is to increase levels 4-5 proficiency to 3%; indicating an increase of 3% points. Students demonstrated a deficiency in the following Reporting Categories: The Nature of Science and Physical Science.

G4.B2.S1 Teachers will provide students with strategies to meet the necessary standards to achieve proficiency levels 4-5 on the Science FCAT 2.0 2014 assessment, mainly focusing on Reporting Categories: Nature of Science and Physical Science.

Action Step 1

Science Teacher will.. • Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding. • Promote the use of instructional technology (e.g., Gizmos, Florida Achieve FCAT Explorer) on a daily basis • Ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards. etc.) to enhance and remediate student conceptual understanding of topics being addressed.

Resource Type

Evidence-Based Materials

Resource

Materials for Science Labs

Funding Source

EESAC

Amount Needed

$500

G5. During the 2012-2013 school year we conducted 25% of STEM related activities. Our goal for the 2013-2014 school will be to increase STEM related activities to 35%; indicating an increase of 10% points.

G5.B1 According to the 2012-2013 school year, some of the barriers we had were lack of materials and insufficient parental involvement.

G5.B1.S1 We will establish a plan and timeline for the development of student projects and increase the participation in STEM based activities.

Action Step 1

Teachers will utilize a variety of resources and materials that will allow them to implement STEM related activities and correlate them to meaningful objectives. Some examples include: Science Fair Projects and Interactive lab activities utilizing the Promethean Board.

Resource Type

Evidence-Based Program

Resource

Materials to increase STEM based projects

Funding Source

FTE

Amount Needed

$500

G7. Student data from the 2012-2013 school year indicated that 16% of students were negatively affected in the Early Warning Systems.Our goal for the 2013-2014 is to reduce the number of students negatively affected to 12%; indicating a decrease of 4% .

G7.B1 During the 2012-2013 school year 18% of students missed 10% or more of available Instructional Time. Our goal for the 2013-2014 is to reduce the percentage of students missing 10% or more of available time to 17%; indicating a decrease of 1% point.

G7.B1.S1 Administration will provide incentives and rewards recognizing excellent attendance to increase school attendance percentages. Incentives will be presented during our Title I Annual Meeting in the beginning of the school year. Parents will be informed of the District Code of Student Conduct, parents will be advised how the impact of student's academic performance is correlated with school attendance.

Action Step 1

The school will promote higher attendance rate by having monthly celebrations for students with excellent attendance.

Resource Type

Evidence-Based Program

Resource

Incentives for students to promote higher attendance percentages

Funding Source

EESAC

Amount Needed

$500