



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**West Homestead K 8 Center**

1550 SW 6TH ST

Homestead, FL 33030

305-248-0812

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

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## School Demographics

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<b>School Type</b> Combination School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 99%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 98%

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## School Grades History

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<b>2013-14</b> D	<b>2012-13</b> C	<b>2011-12</b> B	<b>2010-11</b> D
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## SIP Authority and Template

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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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**Table of Contents**

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>16</b>
<b>Goals Summary</b>	<b>19</b>
<b>Goals Detail</b>	<b>19</b>
<b>Action Plan for Improvement</b>	<b>26</b>
<b>Part III: Coordination and Integration</b>	<b>55</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>57</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>60</b>

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## Purpose and Outline of the SIP

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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

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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

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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

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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

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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

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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
Focus Year 1	5	Gayle Sitter

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

West Homestead K 8 Center

##### Principal

Tammy S. Edouard

##### School Advisory Council chair

Rosa Berry

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

Name	Title
Dr. Columbus Williams, Jr.	Principal
Ilisa L. Carroll	Assistant Principal
Michael Lonic	Reading Coach - Intermediate
Shaneka Darby	Reading Coach - Primary
Everett Sewer	Science Coach
Sophia Flowers-Robinson	Mathematics Coach

#### 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, Assistant Principal – 1, Chairperson – 1, Teachers – 9, UTD Steward – 1, Parents – 4, Community Representative – 2, Students - 2

#### Involvement of the SAC in the development of the SIP

The SAC committee meets to discuss results of the district interim assessments. The committee shares in the duties of school improvement plan and what goals will be recorded on the SIP. The members were given an opportunity to make suggestions for changes to our current School Improvement Plan at the end of the previous school year. Their suggestions were incorporated as appropriate into this year's plan. The SAC will review the final plan and approve.

#### Activities of the SAC for the upcoming school year

The SAC is responsible for monitoring the School Improvement Plan through ongoing data analysis, disbursing the SAC and A+ Recognition funds, and discussing and evaluating the school's policies and procedure.

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

Supplemental textbooks and school supplies will be purchased from the SAC money. The SAC committee votes on a area of the school that needs extra support and chooses to purchase materials for the students in order for our school to have a successful year.

**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:**

**Tammy S. Edouard**

Principal

Years as Administrator: 17

Years at Current School: 3

**Credentials**

Certification, Educational Leadership, JROTC  
 Bachelor of Science, Liberal Arts  
 Master of Science, Educational Leadership  
 Doctorate of Education, Curriculum Development

**Performance Record**

2013 2012  
 School Grade C (D) B  
 Total Grade 408 497  
 Rdg. Proficiency, 28% 35%  
 Math Proficiency, 52% 50%  
 Rdg. Lrg. Gains, 55% 75%  
 Math Lrg. Gains, 57% 72%  
 Rdg. Imp. of Lowest 25% - 75% 81%  
 Math Imp. of Lowest 25% - 65% 78%  
 Rdg. AMO – 47% 41%  
 Math AMO– 47% 41%





<b>Everett Sewer</b>		
Full-time / School-based	Years as Coach: 2	Years at Current School: 29
<b>Areas</b>	Science	
<b>Credentials</b>	Bachelor of Science, Elementary Education Professional Education Certificate, Elementary Education, ESOL, Early Childhood Education, Reading, Media Specialist	
<b>Performance Record</b>	2013 2012 School Grade C (D) B Total Grade 408 497 Rdg. Proficiency, 28% 35% Math Proficiency, 52% 50% Rdg. Lrg. Gains, 55% 75% Math Lrg. Gains, 57% 72% Rdg. Imp. of Lowest 25% - 75% 81% Math Imp. of Lowest 25% - 65% 78% Rdg. AMO – 47% 41% Math AMO– 47% 41%	

<b>Shaneka Darby</b>		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Bachelor of Arts, Elementary Education Master of Science, Curriculum and Instruction Professional Educators Certificate, Elementary Education K-6, ESOL Endorsement	
<b>Performance Record</b>	2013 2012 School Grade C (D) B Total Grade 408 497 Rdg. Proficiency, 28% 35% Math Proficiency, 52% 50% Rdg. Lrg. Gains, 55% 75% Math Lrg. Gains, 57% 72% Rdg. Imp. of Lowest 25% - 75% 81% Math Imp. of Lowest 25% - 65% 78% Rdg. AMO – 47% 41% Math AMO– 47% 41%	

**Sophia Flowers-Robinson**

Full-time / School-based      Years as Coach: 6      Years at Current School: 8

**Areas**      Mathematics

**Credentials**      Bachelor of Science, Elementary Education  
 Masters in Elementary Education  
 Specialist Degree, Educational Leadership  
 Professional Educators Certification, Elementary Education K-6

**Performance Record**      2013 2012  
 School Grade C (D) B  
 Total Grade 408 497  
 Rdg. Proficiency, 28% 35%  
 Math Proficiency, 52% 50%  
 Rdg. Lrg. Gains, 55% 75%  
 Math Lrg. Gains, 57% 72%  
 Rdg. Imp. of Lowest 25% - 75% 81%  
 Math Imp. of Lowest 25% - 65% 78%  
 Rdg. AMO – 47% 41%  
 Math AMO– 47% 41%

**Classroom Teachers**

**# of classroom teachers**

55

**# receiving effective rating or higher**

35, 64%

**# Highly Qualified Teachers**

64%

**# certified in-field**

55, 100%

**# ESOL endorsed**

41, 75%

**# reading endorsed**

3, 5%

**# with advanced degrees**

20, 36%

**# National Board Certified**

0, 0%

**# first-year teachers**

1, 2%

**# with 1-5 years of experience**

12, 22%

**# with 6-14 years of experience**

30, 55%

**# with 15 or more years of experience**

12, 22%

**Education Paraprofessionals****# of paraprofessionals**

0

**# Highly Qualified**

0

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

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

Teachers are recruited that are certified in ESOL. Our school has a large ESOL population and we want our teachers to have the necessary tools to help the students succeed.

**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**

Our school using the MINT program and specific teachers are mentor teacher that help and support beginning teachers throughout their first year.

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

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

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)

4. 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 assessments.
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gathering ongoing progress monitoring (OPM) for all interventions and analyzing that data using the Tier 2 problem solving process after each OPM.

#### Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Select students (see SST guidelines) for SST Tier 3 intervention.

The School Improvement Plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies 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**

#### Tier 1 (Leadership Team)

• Dr. Columbus Williams Jr., Principal and Ilisa L. Carroll, Assistant Principal will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- Shaneka Darby, Reading Coach
- Michael Lonic, Reading Coach
- Everett Sewer, Science Coach
- Sophia Flowers-Robinson, Mathematics Coach
- Mercedes Throckmorton, Special Education Teacher
- Norma Agosto-Gutierrez, School Guidance Counselor
- Maria Padreda, School Psychologist
- School social worker (specify name)
- Member of advisory group, community stakeholders, parents (specify names)
- In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review

consensus, infrastructure, and implementation of building level MTSS.

#### Tier 2

Selected (specify) members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.

#### Tier 3 SST

Selected (specify) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

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

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

#### Data Sources

##### Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Easy CBM
- STAR reading assessment
- Oral Reading Fluency Measures
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments
- Saxon
- Wonder Works
- Reading Plus 4.0

##### Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Functional Assessment
- Frequency Monitoring

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

- West Homestead K-8 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 Rtl online training at providing a network of ongoing support for Rtl.

**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:** 60

Our school hours have been extended for Kindergarten - 1st grade from 8:35am to 3:05pm and grades 2-6 from 8:35am to 4:05. All students receive either reading intervention, intensive reading, or enrichment.

**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 is collected using reports from the intervention program or computer program that is utilized during these instructional times.

**Who is responsible for monitoring implementation of this strategy?**

Reading Coaches, Administration

**Literacy Leadership Team (LLT)**

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

Name	Title
Dr. Columbus Williams, Jr.	Principal
Ilisa Carroll	Assistant Principal
Shaneka Darby	Reading Coach
Michael Lonic	Reading Coach
Sophia Flowers-Robinson	Mathematics Coach
Everett Sewer	Science Coach

**How the school-based LLT functions**

West Homestead K-8's Literacy Leadership Team support and encourage lesson studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. The team will meet weekly throughout the year . The LLT will provide grade levels with innovative activities and appropriate resources to enhance the school's literacy culture.

### **Major initiatives of the LLT**

Our newly adopted Core Reading Program, McGraw-Hill Reading Wonders, provides the basis for instruction and connects meaning to supplemental materials. The core reading program correlates to all Reading and Language Arts Next Generation Sunshine State Standards and Common Core Standards and addresses the six areas of reading: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. P, Our LLT goal is to improve literacy instruction across the curriculum.

## **Every Teacher Contributes to Reading Instruction**

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

West Homestead K-8 implements and monitors targeted interventions and enrichment opportunities by providing an additional hour of reading intervention by every teacher. Teachers have received, and will continue to receive, training in Common Core State Standards and are implementing the rigorous requirements of these standards to guide our students to becoming effective readers. Teachers will be encouraged to organize differentiated groups within their classrooms to heighten collaborative conversations and comprehension of classroom texts.

## **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**

Families of preschool children transitioning into kindergarten programs are provided assistance all year long. At the Kindergarten Round-Up, parents are provided an overview of the school and the facility, provided immunization and health information and provide registration information. Children are provided an opportunity to meet the teachers and experience various kindergarten activities. The school works with the district to provide transition for students arriving from Head Start and VPK programs within the district.

Kindergarten students are assessed using FAIR and Interim Assessments to understand what level the students are at. Instruction is adjusted as needed, after data has been analyzed by the coaches and administration.

## **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**

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

### **Strategies for improving student readiness for the public postsecondary level**

## Expected Improvements

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

### Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	41%	47%	No	47%
American Indian		0%		
Asian		0%		
Black/African American	42%	29%	No	48%
Hispanic	39%	27%	No	45%
White		0%		
English language learners	37%	24%	No	43%
Students with disabilities	33%	16%	No	39%
Economically disadvantaged	40%	27%	No	46%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	52	19%	24%
Students scoring at or above Achievement Level 4	18	7%	9%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		55%	60%
Students in lowest 25% making learning gains (FCAT 2.0)		75%	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)	129	38%	44%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	55	16%	24%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	35	10%	19%



**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	35	45%	51%
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	41%	52%	Yes	47%
American Indian		0%		
Asian		0%		
Black/African American	35%	45%	Yes	42%
Hispanic	43%	54%	Yes	49%
White		0%		
English language learners	44%	54%	Yes	50%
Students with disabilities	39%	24%	No	45%
Economically disadvantaged	40%	52%	Yes	46%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	82	30%	34%
Students scoring at or above Achievement Level 4	52	19%	21%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		57%	61%
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	17	21%	26%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		9%

**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 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	110	15%	14%
Students retained, pursuant to s. 1008.25, F.S.	32	5%	4%
Students who are not proficient in reading by third grade	85	75%	68%
Students who receive two or more behavior referrals	65	9%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	65	9%	8%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** On the 2013 FCAT 2.0 Reading, 28 percent of all students at West Homestead Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 47 percent of students to score at Level 3 or above, an increase of 19 percentage points.
- G2.** On the 2013 FCAT 2.0 Writing, 45% of all 4th grade students at West Homestead Elementary scored at Level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 51% of students to scores at Level 3.5 or above, an increase of 6 percentage point
- G3.** On the 2013 FCAT 2.0 Mathematics, 52 percent of all students at West Homestead Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is to maintain 52 percent of students to score at Level 3 or above.
- G4.** On the 2013 FCAT 2.0 Science, 21 percent of students at West Homestead Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 26 percent of students to score at a Level 3 or above, an increase of 5 percentage points.
- G5.** The results for the 2013 school year for STEM was 20%. Our goal for the 2014 school year is to increase by 5% to 25% participation with STEM.
- G6.** Using the Early Warning Systems, our school will identify at-risk students in a timely manner and provide intervention.

## Goals Detail

**G1.** On the 2013 FCAT 2.0 Reading, 28 percent of all students at West Homestead Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 47 percent of students to score at Level 3 or above, an increase of 19 percentage points.

### **Targets Supported**

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

### **Resources Available to Support the Goal**

- ETO support, Wonders Reading Series, and SuccessMaker

### **Targeted Barriers to Achieving the Goal**

- Students in the Black, Hispanic, and Economically Disadvantaged subgroups' 2013 FCAT 2.0 Reading performance data indicates that the Black subgroup scored 29%, Hispanic scored 27%, and Economically Disadvantaged scored 27%. For the 2014 FCAT 2.0 Reading, our goal is 48% for Black, which would be an increase of 19 percentage points, 45% for Hispanic, which would be an increase of 18 percentage points, and 46% for Economically Disadvantaged, which would be an increase of 19 percentage points.
- The results of the 2013 FCAT 2.0 Reading indicates 19% of students' scored at Achievement Level 3. On the 2014 FCAT 2.0 Reading, our goal is to score 34%, which would be an increase of 15 percentage points.
- The results of the 2013 FCAT 2.0 Reading indicates 7% of students' scored at Achievement Level 4 or above. On the 2014 FCAT 2.0 Reading, our goal is to score 13%, which would be an increase of 6 percentage points.
- The results of the 2013 FCAT 2.0 Reading indicates 55% of all students' who made Learning Gains scored at a Level 3 or higher. On the 2014 FCAT 2.0 Reading, our goal is to score 60%, which would be an increase of 5 percentage points.
- The results of the 2013 FCAT 2.0 Reading indicates 38% of CELLA Listening and Speaking students' scored at a Level 3 or higher. On the 2014 FCAT 2.0 Reading, our goal is to score 44%, which would be an increase of 6 percentage points.
- The results of the 2013 FCAT 2.0 Reading indicates 16% of CELLA Reading students' scored at a Level 3 or higher. On the 2014 FCAT 2.0 Reading, our goal is to score 24%, which would be an increase of 8 percentage points.
- The results of the 2013 FCAT 2.0 Reading indicates 10% of CELLA Writing students' scored at a Level 3 or higher. On the 2014 FCAT 2.0 Reading, our goal is to score 19%, which would be an increase of 9 percentage points.
- The results of the 2013 FCAT 2.0 Reading indicates 24% of students in the English Language Learners scored at a Level 3 or higher. On the 2014 FCAT 2.0 Reading, our goal is 43% which would be an increase of 19 percentage points.
- The results of the 2013 FCAT 2.0 Reading indicates 16% of Students with Disabilities scored at Achievement Level 3 or above. On the 2014 FCAT 2.0 Reading, our goal is to score 39%, which would be an increase of 23 percentage points.
- The results of the 2013 FCAT 2.0 Reading indicates 75% of students made Learning Gains in the Lowest 25% at Achievement Level 3 or above. On the 2014 FCAT 2.0 Reading, our goal is to score 78%, which would be an increase of 3 percentage points.

## Plan to Monitor Progress Toward the Goal

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

### Person or Persons Responsible

LLT, ETO support and MTSS/RTI Team

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

Summative Assessment - Results for the 2014 FCAT 2.0 Reading Assessment

**G2.** On the 2013 FCAT 2.0 Writing, 45% of all 4th grade students at West Homestead Elementary scored at Level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 51% of students to scores at Level 3.5 or above, an increase of 6 percentage point

### Targets Supported

- Writing

### Resources Available to Support the Goal

- New Writing Standards and ETO support

### Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 FCAT Writing indicates that students require additional instruction in the area of support. Students lack the ability of elaborate support while remaining focused on the topic.

## Plan to Monitor Progress Toward the Goal

Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT in order to monitor students' progress in the identified areas of need and regroup for instruction.

### Person or Persons Responsible

LLT and ETO support

### Target Dates or Schedule:

Monthly

### Evidence of Completion:

2014 FCAT 2.0 Writing Assessment

**G3.** On the 2013 FCAT 2.0 Mathematics, 52 percent of all students at West Homestead Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is to maintain 52 percent of students to score at Level 3 or above.

### **Targets Supported**

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

### **Resources Available to Support the Goal**

- Go Math! Series and ETO support

### **Targeted Barriers to Achieving the Goal**

- The results of the 2013 FCAT 2.0 Mathematics indicates that 24% of Students with Disabilities scored a Level 3 or above. On the 2014 FCAT 2.0 Mathematics, our goal is 45%, which is an increase of 21 percentage points. Students demonstrated a deficiency in the use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.
- The results of the 2013 FCAT 2.0 Mathematics indicates that 30% of students scored at Achievement Level 3 or above. On the 2014 FCAT 2.0 Mathematics, our goal is 34%, which is an increase of 4 percentage points. Grade 5 students scoring at Achievement Level 3 or above show a deficiency in Reporting Category 3, Geometry and Measurement. Students need increased opportunities that promote the use of geometric knowledge and spatial reasoning.
- On the 2013 FCAT 2.0 Mathematics, 19% of students scored at Level 4 or above at West Homestead Elementary. Our goal on the 2014 FCAT 2.0 Mathematics is for 21% of students to score at Level 4 or above, an increase of 2 percentage points. All students scoring at Achievement Level 4 performance data from the 2013 FCAT 2.0 Mathematics indicates that there is a need for additional opportunities to discuss and write about mathematics through a variety of Higher Order Thinking Strategies (i.e., collaborative strategies questioning strategies, student accountable talk)
- On the 2013 FCAT 2.0 Mathematics, 57 percent of Learning Gains students' scored at Level 3 or above at West Homestead Elementary. Our goal on the 2014 FCAT 2.0 Mathematics is for 61 percent of students to score at Level 3 or above, an increase of 4 percent. Grade 5 students scoring at Achievement Level 3 or above show a deficiency in Reporting Category 3, Geometry and Measurement. Students need increased opportunities that promote the use of geometric knowledge and spatial reasoning.
- On the 2013 FCAT 2.0 Mathematics, 65 percent of Learning Gains students' in the Lowest 25% scored at Level 3 or above at West Homestead Elementary. Our goal on the 2014 FCAT 2.0 Mathematics is for 69 percent of students to score at Level 3 or above, an increase of 4 percent. Grade 5 students scoring at Achievement Level 3 or above show a deficiency in Reporting Category 3, Geometry and Measurement. Students need increased opportunities that promote the use of geometric knowledge and spatial reasoning.

### Plan to Monitor Progress Toward the Goal

Using data from interim and benchmark assessments

**Person or Persons Responsible**

Math Coach and ETO support

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Summative Assessments - Results for the 2014 FCAT 2.0

**G4.** On the 2013 FCAT 2.0 Science, 21 percent of students at West Homestead Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 26 percent of students to score at a Level 3 or above, an increase of 5 percentage points.

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- Scott Foresman Science Series, AIMS workbooks, and hands-on Science experiments

**Targeted Barriers to Achieving the Goal**

- Students in Grade 5 had most difficulty with The Nature of Science. There is insufficient evidence of effective conclusion writing in investigations and/or hands-on activities.

### Plan to Monitor Progress Toward the Goal

Analyze data from interim assessments

**Person or Persons Responsible**

Science Coach

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Summative - results from the 2014 FCAT 2.0 Science Assessment

**G5.** The results for the 2013 school year for STEM was 20%. Our goal for the 2014 school year is to increase by 5% to 25% participation with STEM.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Science Coach and ETO support
- Science Coach and ETO support

**Targeted Barriers to Achieving the Goal**

- Students need support with Science and hands on experiments.

**Plan to Monitor Progress Toward the Goal**

Science Fair Projects

**Person or Persons Responsible**

Science Coach

**Target Dates or Schedule:**

April 2014

**Evidence of Completion:**

Science Fair

**G6.** Using the Early Warning Systems, our school will identify at-risk students in a timely manner and provide intervention.

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- School Counselor and Administration

**Targeted Barriers to Achieving the Goal**

- Students that missed 10% or more of instructional time will decrease from 15% to 14%. Students who receive 2 or more behavior referrals will decrease from 19% to 18%. Students that receive one or more behavior referrals that lead to suspensions will decrease from 9% to 8%. Students retained from Prek to Grade 5 will decrease from 5% to 4%. Students in grade 3 who are not proficient in reading will decrease from 75% to 68%.



## Plan to Monitor Progress Toward the Goal

Discipline Plan Parent Conferences Intervention and Tier III Intervention

**Person or Persons Responsible**

School Counselor and Administration

**Target Dates or Schedule:**

June 2014

**Evidence of Completion:**

Referral and Suspension Reports Attendance Reports FCAT and SAT scores

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** On the 2013 FCAT 2.0 Reading, 28 percent of all students at West Homestead Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 47 percent of students to score at Level 3 or above, an increase of 19 percentage points.

**G1.B1** Students in the Black, Hispanic, and Economically Disadvantaged subgroups' 2013 FCAT 2.0 Reading performance data indicates that the Black subgroup scored 29%, Hispanic scored 27%, and Economically Disadvantaged scored 27%. For the 2014 FCAT 2.0 Reading, our goal is 48% for Black, which would be an increase of 19 percentage points, 45% for Hispanic, which would be an increase of 18 percentage points, and 46% for Economically Disadvantaged, which would be an increase of 19 percentage points.

**G1.B1.S1** Plan for and delivery lessons that follow an instructional routine.

#### **Action Step 1**

Develop and implement that incorporate all components of the Gradual Release of Responsibility Model.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Classroom walk throughs and lesson plans

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

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

#### **Person or Persons Responsible**

LLT, MTSS/RTI Team and ETO support

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Interim Assessments

## Plan to Monitor Effectiveness of G1.B1.S1

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

### Person or Persons Responsible

LLT, ETO support and MTSS/RTI Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Formative Assessments - Interim Assessments

**G1.B2** The results of the 2013 FCAT 2.0 Reading indicates 19% of students' scored at Achievement Level 3. On the 2014 FCAT 2.0 Reading, our goal is to score 34%, which would be an increase of 15 percentage points.

**G1.B2.S1** Utilize reading comprehension and writing strategies.

### Action Step 1

Follow the instructional routines for reading comprehension and writing embedded in the core curriculum.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and site generated assessments, including benchmark assessments.

### Facilitator:

Reading Coaches

### Participants:

Teachers

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

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

#### Person or Persons Responsible

LLT, ETO support and MTSS/RTI Team

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Interim Assessments

### Plan to Monitor Effectiveness of G1.B2.S1

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

#### Person or Persons Responsible

LLT, ETO support and MTSS/RTI Team

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Formative Assessments - Interim Assessments

**G1.B3** The results of the 2013 FCAT 2.0 Reading indicates 7% of students' scored at Achievement Level 4 or above. On the 2014 FCAT 2.0 Reading, our goal is to score 13%, which would be an increase of 6 percentage points.

**G1.B3.S1** Provide opportunities for critical thinking strategies during instruction.

#### Action Step 1

Provide students with multiple opportunities to respond to literature in their interactive journals

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work and in-class assessments, including district interim assessments.

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

Provide students with multiple opportunities to respond to literature in their interactive journals.

#### Person or Persons Responsible

LLT, ETO support and MTSS/RTI Team

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

District Interim Assessments

### Plan to Monitor Effectiveness of G1.B3.S1

Provide students with multiple opportunities to respond to literature in their interactive journals

#### Person or Persons Responsible

LLT, ETO support and MTSS/RTI Team

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Formative Assessments - District Interim Assessments

**G1.B4** The results of the 2013 FCAT 2.0 Reading indicates 55% of all students' who made Learning Gains scored at a Level 3 or higher. On the 2014 FCAT 2.0 Reading, our goal is to score 60%, which would be an increase of 5 percentage points.

**G1.B4.S1** Implement and monitor the effective use of data driven instruction.

#### Action Step 1

Conduct data chats with all stakeholders. Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students' specific needs.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Data chat rosters and DI plans

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

Conduct data chats with all stakeholders. Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students' specific needs.

**Person or Persons Responsible**

LLT, ETO support and MTSS/RTI Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Interim Assessments

### **Plan to Monitor Effectiveness of G1.B4.S1**

Conduct data chats with all stakeholders. Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students' specific needs.

**Person or Persons Responsible**

LLT, ETO support and MTSS/RTI Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Formative Assessments - Interim Assessments

**G1.B5** The results of the 2013 FCAT 2.0 Reading indicates 38% of CELLA Listening and Speaking students' scored at a Level 3 or higher. On the 2014 FCAT 2.0 Reading, our goal is to score 44%, which would be an increase of 6 percentage points.

**G1.B5.S1** Plan for and deliver lessons that follow and instructional routine.

**Action Step 1**

Develop and implement lessons that incorporate all components of the Gradual Release of Responsibility Model.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and lesson plans

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

Develop and implement lessons that incorporate all components of the Gradual Release of Responsibility Model.

**Person or Persons Responsible**

LLT, ETO support and MTSS/RTI Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Interim Assessments

## Plan to Monitor Effectiveness of G1.B5.S1

Develop and implement lessons that incorporate all components of the Gradual Release of Responsibility Model.

### Person or Persons Responsible

LLT, ETO support and MTSS/RTI Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Formative Assessments - Interim Assessments

**G1.B6** The results of the 2013 FCAT 2.0 Reading indicates 16% of CELLA Reading students' scored at a Level 3 or higher. On the 2014 FCAT 2.0 Reading, our goal is to score 24%, which would be an increase of 8 percentage points.

**G1.B6.S1** Plan for and deliver lessons that follow an instructional routine.

### Action Step 1

Develop and implement lessons that incorporate all components of the Gradual Release of Responsibility Model.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Student work and lesson plans



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

Develop and implement lessons that incorporate all components of the Gradual Release of Responsibility Model.

**Person or Persons Responsible**

LLT, ETO support and MTSS/RTI Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Interim Assessments

### **Plan to Monitor Effectiveness of G1.B6.S1**

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

**Person or Persons Responsible**

LLT, ETO support and MTSS/RTI Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Formative Assessments - Interim Assessments

**G1.B7** The results of the 2013 FCAT 2.0 Reading indicates 10% of CELLA Writing students' scored at a Level 3 or higher. On the 2014 FCAT 2.0 Reading, our goal is to score 19%, which would be an increase of 9 percentage points.

**G1.B7.S1** Plan for and deliver lessons that follow and instructional routine.

**Action Step 1**

Develop and implement lessons that incorporate all components of the Gradual Release of Responsibility Model.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and lesson plans

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

Develop and implement lessons that incorporate all components of the Gradual Release of Responsibility Model.

**Person or Persons Responsible**

LLT, ETO support and MTSS/RTI Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Interim Assessments

## Plan to Monitor Effectiveness of G1.B7.S1

Develop and implement lessons that incorporate all components of the Gradual Release of Responsibility Model.

### Person or Persons Responsible

LLT, ETO support and MTSS/RTI Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Formative Assessments - Interim Assessments

**G1.B8** The results of the 2013 FCAT 2.0 Reading indicates 24% of students in the English Language Learners scored at a Level 3 or higher. On the 2014 FCAT 2.0 Reading, our goal is 43% which would be an increase of 19 percentage points.

**G1.B8.S1** Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

### Action Step 1

During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and in-class assessments, including district interim assessments.

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

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

**Person or Persons Responsible**

LLT and MTSS/RTI Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Interim Assessments

### **Plan to Monitor Effectiveness of G1.B8.S1**

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

**Person or Persons Responsible**

LLT and MTSS/RTI Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Formative Assessment - Interim Assessment

**G1.B9** The results of the 2013 FCAT 2.0 Reading indicates 16% of Students with Disabilities scored at Achievement Level 3 or above. On the 2014 FCAT 2.0 Reading, our goal is to score 39%, which would be an increase of 23 percentage points.

**G1.B9.S1** Provide practice in identifying topics and themes within and across texts.

**Action Step 1**

During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessments, including benchmark assessments.

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

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

**Person or Persons Responsible**

LLT and MTSS/RTI Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Interim Assessments

## Plan to Monitor Effectiveness of G1.B9.S1

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

### Person or Persons Responsible

LLT and MTSS/RTI Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Formative Assessment - Interim Assessments

**G1.B10** The results of the 2013 FCAT 2.0 Reading indicates 75% of students made Learning Gains in the Lowest 25% at Achievement Level 3 or above. On the 2014 FCAT 2.0 Reading, our goal is to score 78%, which would be an increase of 3 percentage points.

**G1.B10.S1** Implement and monitor targeted intervention and enrichment opportunities.

### Action Step 1

Create and implement a monthly ongoing progress monitoring (OPM) schedule and tracking system.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

bi-weekly reports

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

Create and implement a monthly ongoing progress monitoring (OPM) schedule and tracking system.

### Person or Persons Responsible

LLT, ETO support, and MTSS/RTI Team

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

BI-weekly reports

## Plan to Monitor Effectiveness of G1.B10.S1

Create and implement a monthly ongoing progress monitoring (OPM) schedule and tracking system.

### Person or Persons Responsible

LLT, ETO support, and MTSS/RTI Team

### Target Dates or Schedule

Bi-Weekly

### Evidence of Completion

bi-weekly reports

**G2.** On the 2013 FCAT 2.0 Writing, 45% of all 4th grade students at West Homestead Elementary scored at Level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 51% of students to scores at Level 3.5 or above, an increase of 6 percentage point

**G2.B1** Students' performance data from the 2013 FCAT Writing indicates that students require additional instruction in the area of support. Students lack the ability of elaborate support while remaining focused on the topic.

**G2.B1.S1** Provide instruction in the various modes of writing throughout the entire writing process.

### Action Step 1

Conduct coaching cycles and model the components of the writ

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

### **Action Step 2**

Model the writing process using students writing pieces, mentor text, and teacher generated writing piece.

#### **Person or Persons Responsible**

Literacy Coach, ETO Writing CSS, Writing Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Framework, Lesson plans, student journals, writing piece, coaching log, walk throughs, coaching log feedback, and monthly prompts

### **Action Step 3**

Plan for and implement an instructional framework that will allow students to develop prompts from planning to publishing.

#### **Person or Persons Responsible**

Literacy Coach, ETO Writing CSS, Writing Teachers

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Framework, Lesson plans, student journals, writing piece, coaching log, walk throughs, coaching log feedback, and monthly prompts

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

Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT in order to monitor students' progress in the identified areas of need and regroup for instruction.

#### **Person or Persons Responsible**

LLT and ETO support

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Monthly Writing Prompts



### **Plan to Monitor Effectiveness of G2.B1.S1**

Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT in order to monitor students' progress in the identified areas of need and regroup for instruction.

**Person or Persons Responsible**

LLT and ETO support

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Monthly Writing Prompts

### **Plan to Monitor Fidelity of Implementation of G2.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

### **Plan to Monitor Effectiveness of G2.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G2.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G2.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G3.** On the 2013 FCAT 2.0 Mathematics, 52 percent of all students at West Homestead Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is to maintain 52 percent of students to score at Level 3 or above.

**G3.B1** The results of the 2013 FCAT 2.0 Mathematics indicates that 24% of Students with Disabilities scored a Level 3 or above. On the 2014 FCAT 2.0 Mathematics, our goal is 45%, which is an increase of 21 percentage points. Students demonstrated a deficiency in the use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

**G3.B1.S1** Teachers will provide discussions and written assignments for students to write about mathematics in their interactive journals and have daily practice in reading, writing and solving word problems related to real world situations.

### **Action Step 1**

Students will discuss and write about mathematics in their interactive math journals and will have daily practice in reading, writing and solving word problems related to real world situations.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Interactive math journals and classroom walkthroughs

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

Review data from benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

#### **Person or Persons Responsible**

Math Coach and ETO support

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Interim Assessments

### Plan to Monitor Effectiveness of G3.B1.S1

Review data from benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

#### Person or Persons Responsible

Math Coach and ETO support

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

District Interim Assessments

**G3.B2** The results of the 2013 FCAT 2.0 Mathematics indicates that 30% of students scored at Achievement Level 3 or above. On the 2014 FCAT 2.0 Mathematics, our goal is 34%, which is an increase of 4 percentage points. Grade 5 students scoring at Achievement Level 3 or above show a deficiency in Reporting Category 3, Geometry and Measurement. Students need increased opportunities that promote the use of geometric knowledge and spatial reasoning.

**G3.B2.S1** Provide opportunities for students to develop conceptual understanding of topic through the use of hands-on learning experiences.

#### Action Step 1

Develop conceptual understanding of topic by providing hands-on learning experience.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Interactive Math Journals, Lesson Plans, Promethean Lessons, and Classroom Walkthroughs

#### Facilitator:

Math Coach

#### Participants:

Math Teachers

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

Interim Assessment data reports will be reviewed and instruction will be adjusted as needed

**Person or Persons Responsible**

Math Coach, ETO support, and Administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Interim Assessments

### **Plan to Monitor Effectiveness of G3.B2.S1**

Interim Assessment data reports will be reviewed and instruction will be adjusted as needed

**Person or Persons Responsible**

Math Coach, ETO support and Administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Interim assessments

**G3.B3** On the 2013 FCAT 2.0 Mathematics, 19% of students scored at Level 4 or above at West Homestead Elementary. Our goal on the 2014 FCAT 2.0 Mathematics is for 21% of students to score at Level 4 or above, an increase of 2 percentage points. All students scoring at Achievement Level 4 performance data from the 2013 FCAT 2.0 Mathematics indicates that there is a need for additional opportunities to discuss and write about mathematics through a variety of Higher Order Thinking Strategies (i.e., collaborative strategies questioning strategies, student accountable talk)

**G3.B3.S1** Provide students support with interactive math journals that center around such questions as why and how. Encourage students to justify mathematical relationships and to use appropriate vocabulary to discuss these relationships.

**Action Step 1**

Engage students in interactive math journals that center around such questions as why and how. Encourage students to justify mathematical relationships and to use appropriate vocabulary to discuss these relationships.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Interactive Math Journals

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

Interim Assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

Math Coach, ETO support, and Administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Interim Assessments

### Plan to Monitor Effectiveness of G3.B3.S1

Interim Assessment data reports will be reviewed and instruction will be adjusted as needed.

#### Person or Persons Responsible

Math Coach, ETO support and Administration

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Formative Assessment - Interim Assessment

**G3.B4** On the 2013 FCAT 2.0 Mathematics, 57 percent of Learning Gains students' scored at Level 3 or above at West Homestead Elementary. Our goal on the 2014 FCAT 2.0 Mathematics is for 61 percent of students to score at Level 3 or above, an increase of 4 percent. Grade 5 students scoring at Achievement Level 3 or above show a deficiency in Reporting Category 3, Geometry and Measurement. Students need increased opportunities that promote the use of geometric knowledge and spatial reasoning.

**G3.B4.S1** Provide opportunities for students that promote the use of geometric knowledge and spatial reasoning.

#### Action Step 1

Develop conceptual understanding of topic by providing hands-on learning experience.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Interactive Math journals

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

Interim Assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

Math Coach, ETO support, and Administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Interim Assessments

### **Plan to Monitor Effectiveness of G3.B4.S1**

Interim Assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

Math Coach, ETO support and Administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Formative Assessment - Interim Assessments



**G3.B5** On the 2013 FCAT 2.0 Mathematics, 65 percent of Learning Gains students' in the Lowest 25% scored at Level 3 or above at West Homestead Elementary. Our goal on the 2014 FCAT 2.0 Mathematics is for 69 percent of students to score at Level 3 or above, an increase of 4 percent. Grade 5 students scoring at Achievement Level 3 or above show a deficiency in Reporting Category 3, Geometry and Measurement. Students need increased opportunities that promote the use of geometric knowledge and spatial reasoning.

**G3.B5.S1** Provide opportunities for students that promote the use of geometric knowledge and spatial reasoning.

**Action Step 1**

Develop conceptual understanding of topic by providing hands-on learning experience. Provide students with multiple representations to translate to real-world problem solving.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Interactive Math Journals, Use of manipulatives, and Promethean lessons

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

Interim Assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

Math Coach, ETO support and Administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Interim Assessment

## Plan to Monitor Effectiveness of G3.B5.S1

Interim Assessment data reports will be reviewed and instruction will be adjusted as needed.

### Person or Persons Responsible

Math Coach, ETO support and Administration

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Formative Assessment - Interim Assessments

**G4.** On the 2013 FCAT 2.0 Science, 21 percent of students at West Homestead Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 26 percent of students to score at a Level 3 or above, an increase of 5 percentage points.

**G4.B1** Students in Grade 5 had most difficulty with The Nature of Science. There is insufficient evidence of effective conclusion writing in investigations and/or hands-on activities.

**G4.B1.S1** Students will increase the rigor in science writing through the use of interactive journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards, students will increase achievement.

### Action Step 1

Interactive Journals will be utilized daily to explore current issues in Science and record science methods during hands-on experiments

### Person or Persons Responsible

Science Coach and Teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

Discussion in class and journals

### Facilitator:

Science Coach

### Participants:

Science Coach and Teachers

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

Science Coach will meet with teachers during weekly meetings to discuss journals and experiments.

#### Person or Persons Responsible

Science Coach

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Journals and Science interactive logs

### Plan to Monitor Effectiveness of G4.B1.S1

Discuss with teachers during weekly meetings about lessons and experiments

#### Person or Persons Responsible

Science Coach

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Journals, lesson plans, and science experiment logs

**G5.** The results for the 2013 school year for STEM was 20%. Our goal for the 2014 school year is to increase by 5% to 25% participation with STEM.

**G5.B1** Students need support with Science and hands on experiments.

**G5.B1.S1** Interactive simulations in science for teachers and students to utilize in grades K-12 that is designed as supplemental curriculum materials that support state standards.

#### Action Step 1

Conducting hands on science experiments in class

#### Person or Persons Responsible

Science Teachers

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Science Interactive Journals and Logs

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

Students will conduct hands on experiments in class that will help them with science fair projects.

**Person or Persons Responsible**

Science Teachers and Science Coach

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Science Fair Projects

### **Plan to Monitor Effectiveness of G5.B1.S1**

Students will conduct hands on experiments in class that will help them with science fair projects.

**Person or Persons Responsible**

Science Coach

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Science Fair Projects

**G6.** Using the Early Warning Systems, our school will identify at-risk students in a timely manner and provide intervention.

**G6.B1** Students that missed 10% or more of instructional time will decrease from 15% to 14%. Students who receive 2 or more behavior referrals will decrease from 19% to 18%. Students that receive one or more behavior referrals that lead to suspensions will decrease from 9% to 8%. Students retained from Prek to Grade 5 will decrease from 5% to 4%. Students in grade 3 who are not proficient in reading will decrease from 75% to 68%.

**G6.B1.S1** West Homestead Elementary will use a discipline plan to help with at-risk students and parent conferences will be set up with the school counselor and administration. Students who have attendance issues will be addressed by administration and parent conferences will be held in order to solve this problem. Students who are having difficulty in their grade level will receive intervention and Tier III intervention in order to improve their reading skills.

**Action Step 1**

Discipline Plan Parent Conferences Intervention and Tier III Intervention

**Person or Persons Responsible**

School Counselor and Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Referrals and suspensions Attendance Reports Grades

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

Discipline Plan Parent Conferences Intervention and Tier III Intervention

**Person or Persons Responsible**

School Counselor and Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Referrals and suspensions Attendance Reports Grades

## Plan to Monitor Effectiveness of G6.B1.S1

Discipline Plan Parent Conferences Intervention and Tier III Intervention

### **Person or Persons Responsible**

School Counselor and Administration

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Referrals and suspensions Attendance Reports Grades

## 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 at West Homestead Elementary 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. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS 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; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students

#### Title I, Part C- Migrant

West Homestead Elementary provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

#### Title I, Part D

N/A

#### Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
  - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

#### Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

#### Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

#### Supplemental Academic Instruction (SAI)

West Homestead Elementary receives funding from Supplemental Finance Program (FEFP) allocation.

#### Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary teachers, administrators, and counselor is also a component of this program.

#### Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's guidelines.

#### Housing Programs

N/A

#### Head Start

Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

N/A

#### Other

N/A



## 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.** On the 2013 FCAT 2.0 Reading, 28 percent of all students at West Homestead Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 47 percent of students to score at Level 3 or above, an increase of 19 percentage points.

**G1.B2** The results of the 2013 FCAT 2.0 Reading indicates 19% of students' scored at Achievement Level 3. On the 2014 FCAT 2.0 Reading, our goal is to score 34%, which would be an increase of 15 percentage points.

**G1.B2.S1** Utilize reading comprehension and writing strategies.

### PD Opportunity 1

Follow the instructional routines for reading comprehension and writing embedded in the core curriculum.

#### Facilitator

Reading Coaches

#### Participants

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work and site generated assessments, including benchmark assessments.

**G3.** On the 2013 FCAT 2.0 Mathematics, 52 percent of all students at West Homestead Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is to maintain 52 percent of students to score at Level 3 or above.

**G3.B2** The results of the 2013 FCAT 2.0 Mathematics indicates that 30% of students scored at Achievement Level 3 or above. On the 2014 FCAT 2.0 Mathematics, our goal is 34%, which is an increase of 4 percentage points. Grade 5 students scoring at Achievement Level 3 or above show a deficiency in Reporting Category 3, Geometry and Measurement. Students need increased opportunities that promote the use of geometric knowledge and spatial reasoning.

**G3.B2.S1** Provide opportunities for students to develop conceptual understanding of topic through the use of hands-on learning experiences.

### **PD Opportunity 1**

Develop conceptual understanding of topic by providing hands-on learning experience.

#### **Facilitator**

Math Coach

#### **Participants**

Math Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Interactive Math Journals, Lesson Plans, Promethean Lessons, and Classroom Walkthroughs

**G4.** On the 2013 FCAT 2.0 Science, 21 percent of students at West Homestead Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 26 percent of students to score at a Level 3 or above, an increase of 5 percentage points.

**G4.B1** Students in Grade 5 had most difficulty with The Nature of Science. There is insufficient evidence of effective conclusion writing in investigations and/or hands-on activities.

**G4.B1.S1** Students will increase the rigor in science writing through the use of interactive journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards, students will increase achievement.

### **PD Opportunity 1**

Interactive Journals will be utilized daily to explore current issues in Science and record science methods during hands-on experiments

#### **Facilitator**

Science Coach

#### **Participants**

Science Coach and Teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Discussion in class and journals

## Appendix 2: Budget to Support School Improvement Goals