2013-2014 SCHOOL IMPROVEMENT PLAN

Pine Lake Elementary School

16700 SW 109TH AVE

Miami, FL 33157

305-233-7018

http://pinelake.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	95%

Alternative/ESE Center	Charter School	Minority Rate
No	No	96%

School Grades History

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

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
Pine Lake Elementary School

Principal
Carolyn L. McCalla

School Advisory Council chair
Dr. Gail Brown

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

Name	Title
Carolyn L. McCalla	Principal
Patricia D. Fairclough	Assistant Principal
Redina Jones-Hall	Reading 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
Business Community Rep-1
Educational Support Employee-1
Parent- 7
Student-1
Teacher-5
UTD Steward-1
Alternates:
Alternate Principal-1
Alternate Educational Support-1
Alternate Parent-2
Alternate Student-1
Alternate Teacher-2

Involvement of the SAC in the development of the SIP

The School Advisory Council (EESAC) met at the end of the 2012-2013 school year to review the data from the SAT-10 and FCAT Spring Administration. At that time the goals and strategies of the 2012-2013 SIP were discussed. Considerations from the EESAC Committee were made and reviewed.

Activities of the SAC for the upcoming school year

School Advisory Council (EESAC) will meet on a regular basis to develop, revise and monitor the progress of School Improvement Plan goals. In addition, the council will determine the most appropriate use of SAC funds to support the School Improvement Plan goals. New goals and strategies were taken into advisement for the writing of the 2013-2014 SIP.

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

The EESAC has projected to use the SAC funds for student incentives in the amount of 700.00. In addition, the funds are projected to purchase 3 laser printers to assist classroom teachers in an amount not to exceed 600.00. With the remaining balance of 1500.00, the SAC committee will solicit proposals from staff to potentially use funds for additional student achievement purposes.

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

NA

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:

Carolyn L. McCalla		
Principal	Years as Administrator: 29	Years at Current School: 2

Credentials	Degrees: Master of Science in Administration/ Supervision in Elementary Education Master of Science in Elementary Education Bachelor of Science in Elementary Education/Early Childhood Education ESOL Endorsement
Performance Record	2013 – School Grade – C Rdg. Proficiency, 44 Math Proficiency, 48 Rdg. Lrg. Gains, 67 Math Lrg. Gains, 64 Rdg. Imp. of Lowest 59 Math Imp. of Lowest 63 RRdg. AMO –No (American Indian-NA, Asian-NA, Black-NO, Hispanic-YES, White-NA, ELL-NO, SWD-NO, ED-NO) Math AMO-Yes (ALL SUBGROUPS MET TARGETS) 2012-School Grade-C Rdg. Proficiency, 39 Math Proficiency,36 Rdg. Lrg. Gains, 77 Math Lrg. Gains, 74 Rdg. Imp. of Lowest 80 Math Imp. of Lowest 63 Rdg. AMO - (White-N/A, BLACK-NO, HISP-NO ASIAN-N/A, AMERICAN INDIAN-N/A, ELL-NO, SWD-NO) Math AMO-(White-N/A, BLACK-NO, HISP-YES, ASIAN-N/A, AMERICAN INDIAN-N/A, ELL-NO, SWD-NO, ED-YES) All data shown in % 12 11 10 9 School Grades C A A C High Standards – R 40 65 65 33 High Standards - M 38 71 68 49 Lrng Gains-Rdg 77 67 72 49 Lrng Gains-Math 74 68 71 59 Gains-R-25 80 61 67 57 Gains-M-25 63 77 75 67

Patricia D. Fairclough		
Asst Principal	Years as Administrator: 2	Years at Current School: 1

Credentials	Degrees: Bachelor of Arts in Elementary Education; Master's of Science in Reading K-12; Educational Specialist in Educational Leadership (All Levels) ESOL Endorsement
Performance Record	2013 – School Grade – C Rdg. Proficiency, 44 Math Proficiency, 48 Rdg. Lrg. Gains, 67 Math Lrg. Gains, 64 Rdg. Imp. of Lowest 59 Math Imp. of Lowest 63 RRdg. AMO –No (American Indian-NA, Asian-NA, Black-NO, Hispanic-YES, White-NA, ELL-NO, SWD-NO, ED-NO) Math AMO-Yes (ALL SUBGROUPS MET TARGETS) 2012-School Grade-C Rdg. Proficiency, 39 Math Proficiency,36 Rdg. Lrg. Gains, 77 Math Lrg. Gains, 74 Rdg. Imp. of Lowest 80 Math Imp. of Lowest 63 Rdg. AMO - (White-N/A, BLACK-NO, HISP-NO ASIAN-N/A, AMERICAN INDIAN-N/A, ELL-NO, SWD-NO) Math AMO-(White-N/A, BLACK-NO, HISP-YES, ASIAN-N/A, AMERICAN INDIAN-N/A, ELL-NO, SWD-NO, ED-YES) All data shown in % 12 11 10 9 School Grades C A A A High Standards – R 29 83 93 88 High Standards - M 44 85 86 88 Lrng Gains-Rdg 75 61 75 74 Lrng Gains-Math 61 53 67 62 Gains-R-25 82 57 72 67 Gains-M-25 77 57 66 67

Instructional Coaches

# of instructional coaches
1

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

Instructional Coach Information:

Redina Jones		
Full-time / School-based	Years as Coach: 7	Years at Current School: 2

Areas	Reading/Literacy
Credentials	Bachelor of Science: Elementary Education; Varying Exceptionalities Master of Science: Elementary Education ESOL Endorsement Reading Endorsement
Performance Record	2013 – School Grade – C Rdg. Proficiency, Math Proficiency, Rdg. Lrg. Gains, Math Lrg. Gains, Rdg. Imp. of Lowest Math Imp. of Lowest Rdg. AMO – Math AMO- All data shown in % 12 11 10 9 School Grades C A A C High Standards – R 40 65 65 33 High Standards - M 38 71 68 49 Lrng Gains-Rdg 77 67 72 49 Lrng Gains-Math 74 68 71 59 Gains-R-25 80 61 67 57

Classroom Teachers

# of classroom teachers
29

 # receiving effective rating or higher
29, 100%

 # Highly Qualified Teachers
79%

 # certified in-field
29, 100%

 # ESOL endorsed
22, 76%

 # reading endorsed
1, 3%

 # with advanced degrees
13, 45%

 # National Board Certified
0, 0%

 # first-year teachers
0, 0%

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

 # with 6-14 years of experience
15, 52%

 # with 15 or more years of experience
14, 48%

Education Paraprofessionals

# of paraprofessionals
5

 # Highly Qualified
5, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

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

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

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

Pine Lake Elementary school will explore entering into a partnership with Miami Dade Community College and Florida International University School of Education/Field Experience and Internship Programs.

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

NA

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

Staff members of Pine Lake Elementary School have been strongly encouraged to enroll in the online RtI course offered by the State of Florida, Department of Education, Bureau of Exceptional Education and

Student Services (www.florida-rti.org) Follow up PLCs will be offered to all staff members during the 2013-2014 school year. Continued training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (MTSS/SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan. 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.

Finally, the MTSS team will evaluate additional staff PD needs during monthly MTSS Leadership Team meetings.

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Assistant Principals: Participate in interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Grade Level Chairs (Pre-K/K-5th): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into instruction, and collaborates with general education teachers through such activities as co-teaching.

Reading Coach, Mathematics and Science Liaisons:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Counselors: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, counselors continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The MTSS Leadership Team members attend EESAC meetings and provide input and feedback to help develop the SIP. The team monitors and adjusts data on: Tier 1, 2, and 3 targets; academic and social/

emotional areas that needs to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and align processes and procedures. EESAC, in turn, writes the SIP and continues to make changes throughout the year as needed.

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 will be used to adjust the delivery of curriculum and instruction to meet the specific needs of the students; adjust the delivery of behavior management system, adjust the allocation of school-based resources, drive decisions regarding targeted professional development and create student growth trajectories in order to identify and develop interventions.
Managed data to include:
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
• Oral Reading Fluency Measures
• Voyager Checkpoints
• Voyager Benchmark Assessments
• Baseline Benchmark Assessments
• Success Maker Utilization and Progress Reports
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance
• Daily Attendance Report
Referrals to special education programs

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

Staff members of Pine Lake Elementary School have been strongly encouraged to enroll in the online RtI course offered by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services (www.florida-rti.org) Follow up PLCs will be offered to all staff members during the 2013-2014 school year. Continued training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
Finally, the MTSS team will evaluate additional staff PD needs during monthly MTSS Leadership Team meetings.
1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.

3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.

4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.

5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.

6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.

7. Ongoing data-driven professional development activities that align to core student goals and staff needs.

8. Communicating outcomes with stakeholders and celebrating success frequently.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 2,700

The extended school day offers students in grades 3-5 with an additional half our of reading intervention/enrichment. Based on data from previous FCAT scores and interim assessment scores, students will receive either Successmaker or Reading Plus during early bird intervention/enrichment sessions.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

In August/September, students took the FAIR and Interim Assessment test which provides data for students to be grouped according to skills. On-going progress monitoring will be used to track students and determine the effectiveness of the intervention program.

Who is responsible for monitoring implementation of this strategy?

Administration, classroom teachers, MTSS/RTI Team.

Literacy Leadership Team (LLT)

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

Name	Title
Carolyn L. McCalla	Principal
Patricia D. Fairclough	Assistant Principal
Redina Jones-Hall	Reading Coach
Dr. Gail Brown	Math Liaison, EESAC Chair, UTD Steward

Name	Title
Rosa Alicea	Bilingual Coordinator
Michelle Arias	SPED Chair
Jane Macaspac	Science Liaison

How the school-based LLT functions

The Literacy Leadership Team at Pine Lake Elementary school will meet monthly. The team will analyze data and look for data trends. They will adjust curriculum and provide strategies for differentiated instruction.
Carolyn Mccalla, Principal: monitors data from monthly assessments.
Patricia Fairclough- Assistant Principal: monitor and analyze data from monthly assessments. Conducts classroom visitations.
Redina Jones- Reading Liaison: analyzes data, facilitates professional development. Suggests strategies and resources. Does push-in tutoring. Suggests literacy strategies and resources.
Dr. Gail Brown-EESAC Chair: Ensures implementation of SIP core subject goals and strategies, analyzes data, suggests strategies.
Rosa Alicea-ELL Interventions: analyzes data, suggests strategies, and ensures fidelity of ELL programs.
Dr. Gail Brown- UTD Steward: makes certain there are no violations of the UTD contract.
Michelle Arias- analyzes data, facilitates professional development. Suggests SPED strategies and resources. Suggests literacy strategies and resources.
Jane Macaspac- analyzes data, facilitates professional development. Suggests strategies and resources to incorporate reading into the content area.. Does science afterschool interventions. resources.

Major initiatives of the LLT

The major initiatives this year for the LLT will include adjusting the District Pacing Guides to the Next Generation Sunshine State Standards and the Core Curriculum Standards to develop a stronger school wide vocabulary program as well as increase the student's use of Informational Text/ Research Process strategies. Additionally, the LLT will develop and implement an updated school wide writing plan. The LLT will continue to monitor intervention groups and adjust curriculum as needed.

Every Teacher Contributes to Reading Instruction

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

NA

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

In an effort to accommodate the transition of Pre-Kindergarten students to Kindergarten, Pine Lake Elementary School has established several practices. Initially, the students in the Pre-Kindergarten program are taught and provided with the skills needed to properly interact and adjust to the Kindergarten Program through the use of the High Scope Curriculum using the Houghton Mifflin Series. As part of this curriculum, students learn to interact with one another, work in small group and large group situations and they learn to make choices within the constructs of a classroom setting. PreK and Kindergarten teachers take part in vertical articulation.

The staff responsible for implementing these strategies is made up of the Pre-Kindergarten teachers, paraprofessionals, counselor and the School Support Team. In order to ensure appropriate readiness into the Kindergarten classroom, grade level articulation meetings are held. The Pre-Kindergarten teachers become familiar with the Kindergarten Grade Level Expectations and prepare the students accordingly.

To compile quantitative data on the students' readiness for Kindergarten, the Pre-Kindergarten teachers administer several assessments throughout the year which coincide with the Houghton-Mifflin Reading series. These tests, along with teacher observation, assess social/emotional behaviors that may be of concern before the student progresses to Kindergarten.

Additionally, families of newly registered Kindergarten students will receive information via the school's website and a Title I sponsored parent informational meeting as to what the learning goals and objectives are for incoming Kindergarten students. Parents are given the opportunity to arrange a school tour by visiting the school's website.

Moreover, at the end of the school year, the Pre-Kindergarten students visit the Kindergarten classes to help them with transition. Kindergarten Orientation takes place towards the end of the school year.

Finally, the Pre-Kindergarten parents are given an opportunity to visit the Kindergarten classes to give them an understanding of the upcoming expectations.

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	48%	44%	No	54%
American Indian		0%		
Asian		0%		
Black/African American	43%	36%	No	49%
Hispanic	55%	54%	Yes	60%
White		0%		
English language learners	48%	36%	No	53%
Students with disabilities	31%	17%	No	38%
Economically disadvantaged	46%	42%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	24%	28%
Students scoring at or above Achievement Level 4	37	19%	21%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0)		59%	63%

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)	32	51%	56%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	17	27%	34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	20%	28%

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	28	0%	0%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%	48%	Yes	48%
American Indian		0%		
Asian		0%		
Black/African American	38%	38%	Yes	45%
Hispanic	48%	63%	Yes	54%
White		0%		
English language learners	43%	56%	Yes	49%
Students with disabilities	23%	15%	Yes	30%
Economically disadvantaged	42%	47%	Yes	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	24%	28%
Students scoring at or above Achievement Level 4	43	22%	24%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		64%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		63%	67%

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	21	31%	34%
Students scoring at or above Achievement Level 4	17	25%	26%

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)	4		8
Participation in STEM-related experiences provided for students	250	75%	80%

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	36	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	26	6%	5%
Students who are not proficient in reading by third grade	50	68%	61%
Students who receive two or more behavior referrals	61	14%	13%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	1%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Pine Lake Elementary will use the Title I Parent Involvement Plan.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. The results of the 2013 FCAT Reading Test indicated that 44% of students achieved level 3 proficiency or above. The goal for the 2013-2014 school year is to increase the Reading AMO for all students by 10 percentage points to 54%.

G2. The results of the 2012-2013 Writing Test indicates that 48% of students achieved level 3.5 or higher in writing. The goal for the 2013-2014 school year is to increase student performance by 5 percentage points to 53%.

G3. The results from the 2013 FCAT Mathematics Test indicates that 48% of students achieved level 3 proficiency or above. The goal for the 2013-2014 school year is to maintain or increase the AMO learning target for all students.

G4. The results from the 2013 FCAT Science Test indicates that 56% (38) students in Grade 5 achieved level 3 or above. Our goal for the 2014 assessment is to increase to 60% of grade 5 students achieving levels 3 or above.

G5. The goal for the 2013-2104 school year is to increase participation in STEM related experiences

G6. For the 2013 school year, 8% of our students missed 10% or more of available instructional time. The goal for the 2013-2014 school year is to decrease the amount of student missing 10% or more of available instructional time by 1% to 7%.

Goals Detail

G1. The results of the 2013 FCAT Reading Test indicated that 44% of students achieved level 3 proficiency or above. The goal for the 2013-2014 school year is to increase the Reading AMO for all students by 10 percentage points to 54%.

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

Resources Available to Support the Goal
- Reading Coach, Professional Development, Before School Tutoring, Wonders Reading Curriculum, Interactive Journals, Intervention, Successmaker, Reading Plus, Florida Focus Achieves

Targeted Barriers to Achieving the Goal
- Students in the Black, Students with Disabilities, and Economically Disadvantaged subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 2 Reading Application (LA.3-51.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Chronological Order (RI.3.1 & RI.3.2)

- Students in the English Language Learners (ELL) subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 1, Reading Vocabulary. Due to limited language exposure, students lack the skills to determine meanings of words and phrases as they are used in text.

- Based on the 2013 FCAT Data, 24% (48) students scored a level 3. The target for this year is 32%. Students in this category experienced difficulty in Reporting Category 4-Informational Text/ Research Process. Students lacked the ability to utilize, critical thinking strategies needed to locate, interpret and organize information and to locate, interpret, and organize information and to determine the validity and reliability of information within and across texts.

- Based on the 2013 FCAT Data, 19% (37) students scored a levels 4-5. The target for the 2014 school year is 22%. Students in this category experienced the most difficulty in Reporting Category 4-Informational Text/Research Process. Students lacked exposure to comprehend high end literature and informational text independently and proficiently.

- Based on the 2013 FCAT Data, 67% of students in reading made learning gains. The goal for the 2014 school is 70% which represents an increase of 3 percentage points. Students would make greater learning gains in differentiated instruction learning groups targeting specific needs.

- Based on the 2013 FCAT Data, 59% of the lowest 25% made learning gains in reading. The goal for the 2014 school year is to increase to 63%. Which represents a 4 percentage point increase. Students from this group would benefit from an additional 30 minutes of daily reading instruction.

- Based on the 2013 CELLA Data, 51% (32) of ELL students were proficient in Listening/ Speaking. The goal for 2014 is 56% an increase of 5 percentage points. Students in this category exhibited difficulty with Reporting Category 1- Vocabulary due to limited exposure and fluency in the English language and limited English Language opportunities to practice at home.

- Based on the 2013 CELLA Data, 27% (17) of ELL students were proficient in Reading. The goal for 2014 is 17% an increase of 5 percentage points.Students in this category exhibited difficulty with Reporting Categories 1-Vocabulary due to limited exposure and fluency in the English language and limited English Language opportunities to practice at home, and Category 2-Reading Application due to limited exposure to the language and the inability to draw conclusions and inferences.

- Based on the 2013 CELLA Data, 20% (13) of ELL students were proficient in Writing. The goal for 2014 is 28% an increase of 8 percentage points. Students in this subgroup have an inherent

difficulty speaking the English language and as a result experience a hardship with communicating in writing.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, the LLT and the MTSS/RtI Team will review students' monthly assessment reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible
The LLT and the MTSS/RtI Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: District Assessments Summative: 2014 FCAT 2.0 Reading Assessment

G2. The results of the 2012-2013 Writing Test indicates that 48% of students achieved level 3.5 or higher in writing. The goal for the 2013-2014 school year is to increase student performance by 5 percentage points to 53%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Reading Coach, School based Writing Instructional Support Team

Targeted Barriers to Achieving the Goal
- Student performance on the 2013 FCAT Writing indicates that 48% of students scored a 3.5 or above. Students lack the ability to apply transitional words/phrases appropriate to the mode of writing to organize, and sequence ideas to provide fluency in writing.

- Student performance on the 2013 FCAT Writing indicates that 48% of students scored a 3.5 or above. Students experienced difficulty in writing narrative accounts with an engaging plot and rant of appropriate and specific narrative actions.

Plan to Monitor Progress Toward the Goal

Following the FCIM, the MTSS/RTI, SBLT will review writing data and adjust instruction as needed

Person or Persons Responsible
MTSS/RTI Team, SBLT

Target Dates or Schedule:
Monthly

Evidence of Completion:
Foramtive- Pre and Post District Assessments Summative-2014 FCAT 2.0 Writing

G3. The results from the 2013 FCAT Mathematics Test indicates that 48% of students achieved level 3 proficiency or above. The goal for the 2013-2014 school year is to maintain or increase the AMO learning target for all students.

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

- Mathematics Liaison, Think Central, Go Math, Florida Focus Achieves, Successmaker, Manipulatives, Promethean/Smart Boards.

Targeted Barriers to Achieving the Goal

- Based on the results from the 2013 FCAT Mathematics Assessment, 24% (48) of students scored proficiency level 3. The target this year is 25% which represents a 1 percentage point increase. Students in this category have limited proficiency in Reporting Category Number: Base 10 and Fractions. Students in Grade 3 experienced the greatest difficulty in Reporting Category 2-Fractions. Students in grade 4 experienced the greatest difficulty in Reporting Category 2-Base Tens & Fractions.Which can be attributed to the limited proficiency in mathematics vocabulary in those categories respectively. Students in grade 5 experienced difficulty in Reporting Category 3 Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time and temperature and to explore geometric relationships.

- Based on the results from the 2013 FCAT Mathematics Assessment, 22% (43) of students scored proficiency levels of 4-5. The target this year is 23%. Which represents a 1 percentage point increase. Students in this category have limited proficiency in Based on the results from the 2013 FCAT Mathematics Assessment, 24% (48) of students scored proficiency level 3. The target this year is 25% which represents a 1 percentage point increase. Students in this category have limited proficiency in Based on the results from the 2013 FCAT Mathematics Assessment, 22% (43) of students scored proficiency levels 4-5. The target this year is 23% which represents a 1 percentage point increase. Reporting Category Number: Base 10 and Fractions. Students in Grade 3 experienced the greatest difficulty in Reporting Category 2-Fractions. Students in grade 4 experienced the greatest difficulty in Reporting Category 2-Base Tens & Fractions.Which can be attributed to the limited proficiency in mathematics vocabulary in those categories respectively. Students in grade 5 experienced difficulty in Reporting Category 3 Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time and temperature and to explore geometric relationships.

- Based on the results from the 2013 FCAT Mathematics Assessment 64% of students made Mathematics learning gains. The target for the 2014 assessment is 68%. Which represents a 4 percentage point increase. Students in this reporting category requires additional support in small group differentiated instruction in Mathematics to enable abstract concepts to become concrete.

- Based on the results from the 2013 FCAT Mathematics Assessment 63% in the lowest 25% of students made Mathematics learning gains. The target for the 2014 assessment is 67%. Which represents a 4 percentage point increase. Students in this population struggle with mathematics foundational skills which greatly impedes their ability to dissect mathematics word problems

Plan to Monitor Progress Toward the Goal

Following the FCIM, monitor progress and make adjustments as necessary.

Person or Persons Responsible
MTSS/RTI Team, Administration, Math Liaison

Target Dates or Schedule:
ongoing

Evidence of Completion:
Interim Assessment Data, 2014 Mathematics FCAT Results

G4. The results from the 2013 FCAT Science Test indicates that 56% (38) students in Grade 5 achieved level 3 or above. Our goal for the 2014 assessment is to increase to 60% of grade 5 students achieving levels 3 or above.

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Science Liaison, Florida FOCUS ACHIEVES, Riverdeep, Discovery Education, GIZMOS, Promethean/SMART Boards, Science Bell Ringers

Targeted Barriers to Achieving the Goal
- Results from the 2013 FCAT 2.0 Science assessment indicates that 31% (21) of grade five students scored a level 3. The target this year is to increase to 34% of grade 5 students scoring a level 3. Which represents a 3 percentage point increase.The area of deficiency as noted on the 2013 FCAT 2.0 Science Test was the Nature of Science.

- Results from the 2013 FCAT 2.0 Science assessment indicates that 25% (17) of grade five students scored levels 4-5. The target this year is to increase to 26% percent of grade 5 students scoring levels 4-5. The area of deficiency as noted on the 2013 FCAT 2.0 Science Test was Life Science.

Plan to Monitor Progress Toward the Goal

Following the FCIM, the team will monitor the implementation of essential labs and monthly assessments to determine effectiveness. Adjustments will be made based on data

Person or Persons Responsible
MTSS/RTI Team, Science Liasion

Target Dates or Schedule:
On going

Evidence of Completion:
Essential Lab student work folders, lesson plans, Classroom Walkthroughs, monthly assessments.

G5. The goal for the 2013-2104 school year is to increase participation in STEM related experiences

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- Science Lab-Scotts Foresman science lab materials, Pacing Guides, Item Specifications, District provided essential labs, CPALMS, GIZMOS, Florida Focus ACHIEVES, AIMS manuals, Explore Learning, Discovery Education, Science Fair Boards, Math and Science Family Nights

Targeted Barriers to Achieving the Goal
- There were limited experiences to engage students in the problem solving process as a method to increase participation in STEM related experiences.

Plan to Monitor Progress Toward the Goal

Following the FCIM Model, assessment data will be analyzed and adjusted as necessary

Person or Persons Responsible
Administrative Team and Science Liaison

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative-Science Interim Assessment Results Summative- 2014 FCAT 2.0 Science Results

G6. For the 2013 school year, 8% of our students missed 10% or more of available instructional time. The goal for the 2013-2014 school year is to decrease the amount of student missing 10% or more of available instructional time by 1% to 7%.

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- Attendance Review Committee, School-wide positive behavior system, Panda Store, ISIS Data system, COGNOS, Attendance reports

Targeted Barriers to Achieving the Goal
- The staggered start time for primary and intermediate adversely impacted school attendance.

Plan to Monitor Progress Toward the Goal

Following the FCIM, monitor the effectiveness of the strategy and adjust as necessary

Person or Persons Responsible

MTSS/RTI Team, Attendance Review Committee

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative- Cognos Reports Summative- District Authored Attendance Reports

Action Plan for Improvement

Problem Solving Key

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

G1. The results of the 2013 FCAT Reading Test indicated that 44% of students achieved level 3 proficiency or above. The goal for the 2013-2014 school year is to increase the Reading AMO for all students by 10 percentage points to 54%.

G1.B1 Students in the Black, Students with Disabilities, and Economically Disadvantaged subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 2 Reading Application (LA.3-51.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Chronological Order (RI.3.1 & RI.3.2)

G1.B1.S1 Plan for and deliver lessons that incorporate active research based strategies that strengthens students' ability to decipher informational text, utilizing the gradual release model.

Action Step 1

Will meet weekly for common planning to strategically plan lessons that incorporates active research based strategies to decipher informational text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Common Planning Protocol

Facilitator:

Reading Coach

Participants:

K-5 Teachers

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

Classroom walkthroughs, student portfolio checks, monitor the use of the lesson plans and the Common Planning protocols completed during common planning.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Interim and Monthly assessment data, lesson plans, common planning protocol, instructional delivery

Plan to Monitor Effectiveness of G1.B1.S1

Classroom observations and review of student work folders to monitor the use of higher order questioning and graphic organizers. Students responses during "They Do" and " You Do" portion of the lesson.

Person or Persons Responsible

RTI/MTSS Team, School Based Literacy Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Common Planning Protocols, Student Work Samples, Interim Assessment Data

G1.B2 Students in the English Language Learners (ELL) subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 1, Reading Vocabulary. Due to limited language exposure, students lack the skills to determine meanings of words and phrases as they are used in text.

G1.B2.S1 Provide students with additional remediation in the foundational skills that they lack

Action Step 1

Teachers will develop phonics lessons to be implemented during center rotations to address foundational deficiencies as noted by FAIR Data.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Differentiated Instructional Lesson Plans

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

Monitor the lesson planning to ensure the phonics lessons are incorporated during center rotations.

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Student Work Folders, Classroom Walkthroughs

Plan to Monitor Effectiveness of G1.B2.S1

Analyze data from benchmarks assessments to determine effectiveness of strategy

Person or Persons Responsible

MTSS/RtI Team and the SBLT Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Assessments

G1.B3 Based on the 2013 FCAT Data, 24% (48) students scored a level 3. The target for this year is 32%. Students in this category experienced difficulty in Reporting Category 4-Informational Text/Research Process. Students lacked the ability to utilize, critical thinking strategies needed to locate, interpret and organize information and to locate, interpret, and organize information and to determine the validity and reliability of information within and across texts.

G1.B3.S1 During Explicit whole group instruction, students will gain exposure to literary and informational text through McGraw-Hill "Wonders" reading series

Action Step 1

Will use the Depth of Knowledge and FCAT Task Card questioning stems and graphic organizers to facilitate understanding of informational text.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, Student Journals

Facilitator:

Reading Coach, LLT

Participants:

2-5 Teachers

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

Monitor the creation/quality of lessons created during common planning to provide explicit teaching of literary and informational text.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Detailed lesson plans with evidence of informational text. Student work samples. Classroom walkthroughs

Plan to Monitor Effectiveness of G1.B3.S1

Classroom observations and review of student work folders to monitor the use of higher order thinking questions and graphic organizers. Administration-Teacher Data Chats

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

On-going progress monitoring of student interim assessment data

G1.B4 Based on the 2013 FCAT Data, 19% (37) students scored a levels 4-5. The target for the 2014 school year is 22%. Students in this category experienced the most difficulty in Reporting Category 4-Informational Text/Research Process. Students lacked exposure to comprehend high end literature and informational text independently and proficiently.

G1.B4.S1 Provide opportunities for critical thinking strategies during instruction by planning for higher order thinking questions (as well as answers) in lesson plans, requiring students to respond to them during instruction during their interactive journals.

Action Step 1

Consistently plan for and incorporate Higher Order Thinking Questions (H.O.T.Q's)

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Interactive Journals Student work folders

Facilitator:

Reading Coach, LLT

Participants:

2-5 Teachers

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

Monitor evidence of higher order thinking questions. Student journals with corrective feedback

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans. Student work folders.

Plan to Monitor Effectiveness of G1.B4.S1

Classroom Walkthroughs to monitor execution of higher order thinking questions and student responses.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

On-going

Evidence of Completion

Ongoing progress monitoring of student interim assessments

G1.B5 Based on the 2013 FCAT Data, 67% of students in reading made learning gains. The goal for the 2014 school is 70% which represents an increase of 3 percentage points. Students would make greater learning gains in differentiated instruction learning groups targeting specific needs.

G1.B5.S1 Implement and monitor the effective use of data driven instruction. During differentiated instruction, students will receive instruction in the teacher led center to address identified deficiencies using skill-focused lessons.

Action Step 1

Will use data to group students, create Differentiated Instruction lesson plans, and identify teacher led center activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Differentiated instruction lesson plans, student work folders

Facilitator:

Assistant Principal

Participants:

3-5 Teachers

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

Monitor the implementation of Differentiated instruction to ensure that it is aligned to student needs

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Data Chats, Differentiated Instruction Lesson Plans, Classroom Walkthroughs

Plan to Monitor Effectiveness of G1.B5.S1

Monitor Tier II classroom instruction to ensure skill based lessons are driven by data

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Monthly Assessment data, Differentiated instruction lesson plans, evidence of teacher manipulation of data

G1.B6 Based on the 2013 FCAT Data, 59% of the lowest 25% made learning gains in reading. The goal for the 2014 school year is to increase to 63%. Which represents a 4 percentage point increase. Students from this group would benefit from an additional 30 minutes of daily reading instruction.

G1.B6.S1 Extended hour (early morning) added to the school day focusing on reading instruction. Specific tasks will be created in Successmaker that are focused on using a variety of strategies to comprehend grade level text.

Action Step 1

One hour early intervention block has been scheduled for students in the lowest 25%

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

First marking period

Evidence of Completion

On-going progress monitoring

Facilitator:

Reading Coach

Participants:

2-5 Teachers

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

An early bird intervention plan has been created to target the lowest 25%

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Tri-weekly

Evidence of Completion

Ongoing Progress Monitoring of student intervention data, Fidelity Checks

Plan to Monitor Effectiveness of G1.B6.S1

Data Review during MTSS/RtI Meetings to analyze student progress

Person or Persons Responsible

Administration, Reading Coach, LLT, MTSS/RtI Team

Target Dates or Schedule

On-going

Evidence of Completion

Analysis of reports to determine progress and placement into appropriate intervention program.

G1.B7 Based on the 2013 CELLA Data, 51% (32) of ELL students were proficient in Listening/Speaking. The goal for 2014 is 56% an increase of 5 percentage points. Students in this category exhibited difficulty with Reporting Category 1- Vocabulary due to limited exposure and fluency in the English language and limited English Language opportunities to practice at home.

G1.B7.S1 Provide opportunities in and outside of the classroom to speak English

Action Step 1

Will provide students the opportunity to engage in structured conversations around books and subjects that build their vocabulary, Additionally, students will participate in cooperative learning groups to provide opportunities to focus on vocabulary

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walkthroughs, Lesson Plans

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

Monitor the implementation of strategy to determine effectiveness.

Person or Persons Responsible

Reading Coach, Bilingual Chairperson

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walkthroughs

Plan to Monitor Effectiveness of G1.B7.S1

Analyze the data from monthly assessments to determine if students are mastering benchmarks

Person or Persons Responsible

LLLT, SBLT

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Assessments

G1.B8 Based on the 2013 CELLA Data, 27% (17) of ELL students were proficient in Reading. The goal for 2014 is 17% an increase of 5 percentage points.Students in this category exhibited difficulty with Reporting Categories 1-Vocabulary due to limited exposure and fluency in the English language and limited English Language opportunities to practice at home, and Category 2-Reading Application due to limited exposure to the language and the inability to draw conclusions and inferences.

G1.B8.S1 Student require additional opportunities for read books in English.

Action Step 1

Provide differentiated instruction to address individual needs along with reciprical teaching strategies

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Differentiated Instruction Plans

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

Monitor the strategy to determine effectiveness and follow up with teachers to provide corrective feedback

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Coaching logs, Lesson Plans, Differentiated Instruction lesson plans

Plan to Monitor Effectiveness of G1.B8.S1

Analyze data from monthly assessments to see if students are mastering benchmarks

Person or Persons Responsible

LLT, SBLT

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Assessments

G1.B9 Based on the 2013 CELLA Data, 20% (13) of ELL students were proficient in Writing. The goal for 2014 is 28% an increase of 8 percentage points. Students in this subgroup have an inherent difficulty speaking the English language and as a result experience a hardship with communicating in writing.

G1.B9.S1 Students require additional opportunities to practice academic writing in English

Action Step 1

Facilitate the development of personal writing journals to record thoughts, feelings, ideas for the exploration of perplexing questions. Allow students to illustrate and label key concepts when writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student writing portfolios

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

Monitor the impelmentation of the strategy and provide corrective feedback to teachers

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Student Portfolios, Quick Writes, Classroom Walkthroughs

Plan to Monitor Effectiveness of G1.B9.S1

Analyze the data from benchmark assessments to determine effectiveness of the strategy

Person or Persons Responsible

LLT, SBLT

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly assessment data

G2. The results of the 2012-2013 Writing Test indicates that 48% of students achieved level 3.5 or higher in writing. The goal for the 2013-2014 school year is to increase student performance by 5 percentage points to 53%.

G2.B1 Student performance on the 2013 FCAT Writing indicates that 48% of students scored a 3.5 or above. Students lack the ability to apply transitional words/phrases appropriate to the mode of writing to organize, and sequence ideas to provide fluency in writing.

G2.B1.S1 Utilize mentor texts to organize details, and develop sentences that will enhance the clarity of the writing piece.

Action Step 1

Monthly writing prompts will be analyzed and scored. Students will be provided corrective feedback.

Person or Persons Responsible

Teachers, Writing Instructional Support Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly meeting agenda, lesson plans, classroom walkthrough logs, monthly assessments

Facilitator:

Reading Coach, Assistant Principal

Participants:

The MTSS/RTI Team, LLT, Administration, Reading Coach, Writing Instructional Support Team

Action Step 2

The team will monitor the implementation of infusing mentor text.

Person or Persons Responsible

Teachers Reading Coach, Writing Instructional Support Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly meeting agenda, lesson plans, classroom walkthrough logs, monthly assessments.

Facilitator:

Reading Coach

Participants:

The MTSS/RTI Team, LLT, Administration, Reading Coach, Writing Instructional Support Team

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

Systematically monitor implementation of mentor text to support the students' organization of ideas and clarity of writing.

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Walkthroughs, Student Writing Journals

Plan to Monitor Effectiveness of G2.B1.S1

Monitor the effectiveness of strategy to ensure that it has been implemented as intended

Person or Persons Responsible

MTSS/RTI, SBLT

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Writing Assessments

G2.B2 Student performance on the 2013 FCAT Writing indicates that 48% of students scored a 3.5 or above. Students experienced difficulty in writing narrative accounts with an engaging plot and rant of appropriate and specific narrative actions.

G2.B2.S1 During Writing instruction, students will develop a prewriting plan by using graphic organizers, that includes main idea, descriptive details, characters, sequence of events and settings.

Action Step 1

Teacher students prewriting strategies to help develop their writing response.

Person or Persons Responsible

Teachers, Reading Coach, Writing Instructional Support Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly meeting agenda sign in sheets, Classroom Walkthroughs, Lesson Plans, Interactive Journals corrective feedback

Facilitator:

Reading Coach, Assistant Principal

Participants:

THE MTSS/RTI Team, LLT, Reading Coach, Writing Instructional Support Team

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

Monitor the implementation of strategy to ensure that it is being implemented as intended.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Student Writing Portfolios, Monthly Assessment Results

Plan to Monitor Effectiveness of G2.B2.S1

Analyze data from monthly assessments to determine if students are effectively mastering the writing concept.

Person or Persons Responsible

MTSS/RTI, SBLT

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Walkthroughs, Monthly Writing Team meetings, student work portfolios

G2.B2.S2 Teachers will model grabbers and endings that appeal to the reader and provide a sense of completion.

Action Step 1

Model elaboration and details during whole and small group instruction.

Person or Persons Responsible

Teachers, Reading Coach, Writing Instructional Support Team

Target Dates or Schedule

Weekly

Evidence of Completion

Student interactive writing journals. Classroom Walkthroughs.

Facilitator:

Reading Coach, Assistant Principal

Participants:

The MTSS/RTI Team, LLT, Reading Coach, Writing Instructional Support Team, Administration

Action Step 2

Provide descriptive feedback in student interactive journals or writing samples

Person or Persons Responsible

Teachers, Reading Coach, Writing Instructional Support Team

Target Dates or Schedule

Weekly

Evidence of Completion

Student interactive writing journals. Classroom Walkthroughs.

Facilitator:

Reading Coach, Assistant Principal

Participants:

The MTSS/RTI Team, LLT, Reading Coach, Writing Instructional Support Team, Administration

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Monitor the strategy to ensure that it is being implemented as intended

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Student portfolios

Plan to Monitor Effectiveness of G2.B2.S2

Analyze monthly writing data to determine is students are mastering the strategy

Person or Persons Responsible

MTSS/RTI TEAM, SBLT

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Walkthroughs, Student portfolios

G2.B2.S3 Teachers will use sensory charts, words from word jars/lists (e.g. multiple meanings, idioms, surprising language, words with high impact similes, alliteration) to enhance writing.

Action Step 1

Incorporate the use of sensory charts and figurative language to enhance the quality of the writing.

Person or Persons Responsible

Teachers, Reading Coach, Writing Instructional Support Team

Target Dates or Schedule

ongoing

Evidence of Completion

Student interactive journals, monthly writing assessments, classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G2.B2.S3

Conduct classroom walkthroughs and fidelity checks to monitor if the strategy is being implemented as intended.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Student portfolios

Plan to Monitor Effectiveness of G2.B2.S3

Analyze writing data from monthly assessments to determine if students are incorporating strategies into their writing.

Person or Persons Responsible

MTSS/RTI Team, SBLT

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Writing Assessments

G3. The results from the 2013 FCAT Mathematics Test indicates that 48% of students achieved level 3 proficiency or above. The goal for the 2013-2014 school year is to maintain or increase the AMO learning target for all students.

G3.B1 Based on the results from the 2013 FCAT Mathematics Assessment, 24% (48) of students scored proficiency level 3. The target this year is 25% which represents a 1 percentage point increase. Students in this category have limited proficiency in Reporting Category Number: Base 10 and Fractions. Students in Grade 3 experienced the greatest difficulty in Reporting Category 2-Fractions. Students in grade 4 experienced the greatest difficulty in Reporting Category 2-Base Tens & Fractions.Which can be attributed to the limited proficiency in mathematics vocabulary in those categories respectively. Students in grade 5 experienced difficulty in Reporting Category 3 Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time and temperature and to explore geometric relationships.

G3.B1.S1 Daily use of journals to answer questions about mathematical operations including "how"and "why" will assist in developing these skills. As students become increasingly proficient,complexity of the problems will increase and scaffolding increase.

Action Step 1

Interactive Math Journal Training will be scheduled in the fall to share strategies on how to effectively provide corrective feedback to students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom Walkthroughs, Lesson Plans, Interactive Journal Responses

Facilitator:

Mathematics Liaison, Math Curriculum Support Staff from District

Participants:

2-5 Teachers

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

Classroom observations

Person or Persons Responsible

Mathematics liaison, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Journals, Work Folders

Plan to Monitor Effectiveness of G3.B1.S1

Grading of journal assignments. Administration Teacher data chats

Person or Persons Responsible

Math liaison, Administration

Target Dates or Schedule

Year-Round

Evidence of Completion

Interim Data, 2014 Math FCAT Data

G3.B2 Based on the results from the 2013 FCAT Mathematics Assessment, 22% (43) of students scored proficiency levels of 4-5. The target this year is 23%. Which represents a 1 percentage point increase. Students in this category have limited proficiency in Based on the results from the 2013 FCAT Mathematics Assessment, 24% (48) of students scored proficiency level 3. The target this year is 25% which represents a 1 percentage point increase. Students in this category have limited proficiency in Based on the results from the 2013 FCAT Mathematics Assessment, 22% (43) of students scored proficiency levels 4-5. The target this year is 23% which represents a 1 percentage point increase. Reporting Category Number: Base 10 and Fractions. Students in Grade 3 experienced the greatest difficulty in Reporting Category 2-Fractions. Students in grade 4 experienced the greatest difficulty in Reporting Category 2-Base Tens & Fractions.Which can be attributed to the limited proficiency in mathematics vocabulary in those categories respectively. Students in grade 5 experienced difficulty in Reporting Category 3 Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time and temperature and to explore geometric relationships.

G3.B2.S1 Students will engage in daily mathematical problem solving activities during morning math using Wylies Warm Ups to remediate deficient benchmarks. During interventions, students will be assigned computer based program lessons on Successmaker and GO MATH emphasizing problems from weakest benchmarks.

Action Step 1

Teachers will implement daily Warm up's with students strategically selecting problems that presents the most opportunity to strengthen weakest benchmarks.During Common Planning, AP and teachers will review data to create a math instructional focus calendar to drive the focus for warm ups.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Walkthroughs, Lesson Plans, Monthly Assessments

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

During common planning teachers will review data and create instructional focus calendars

Person or Persons Responsible

AP, Math Liaison, District CSS

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Instructional Focus Calendar, Student Journals

Plan to Monitor Effectiveness of G3.B2.S1

Administration Teacher Data Chats, Common Planning Sessions, Fidelity Checks

Person or Persons Responsible

Administration, Math Liaison, Grade Level Liaison

Target Dates or Schedule

Year Round

Evidence of Completion

Interim Data, 2014 Mathematics FCAT Data

G3.B3 Based on the results from the 2013 FCAT Mathematics Assessment 64% of students made Mathematics learning gains. The target for the 2014 assessment is 68%. Which represents a 4 percentage point increase. Students in this reporting category requires additional support in small group differentiated instruction in Mathematics to enable abstract concepts to become concrete.

G3.B3.S1 Plan for and provide differentiated instruction that is aligned to specific needs

Action Step 1

Based on data, teachers will provide students with instruction to meet their needs. Teachers will utilize technology to differentiate instruction (i.e. SuccessMaker, GoMath).

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Differentiated instruction binders, Data Chats, Classroom Walkthroughs, Lesson Plans

Facilitator:

Assistant Principal

Participants:

Grades 3-5 Teachers to include Resource and EBD Teachers.

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

During Common Planning teachers will review data, place students in needs based groups, and create differentiated instruction lesson plans.

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

on-going

Evidence of Completion

Differentiated instruction binders, lesson plans

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM, student ongoing progress monitoring reports will be used to monitor student progress and strategies adjusted as deemed necessary.

Person or Persons Responsible

MTSS/RTI Team, Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Interim Assessment Results. 2014 FCAT Mathematics Scores

G3.B3.S2 Incorporate manipulatives to aid students in understanding basic facts through concrete apparatus, transitioning the students to its representational and then abstract forms.

Action Step 1

Provide ongoing professional development on the effective use of manipulatives and ways to incorporate during small group and whole group instruction to build conceptual understanding in students. During common planning, teachers will plan for and include the use of manipulatives each time before students work with them individually or in small groups. Incorporating category 1, numbers and base ten fraction. Provide students with the opportunity to be involved in collaborative strategies during the use of lessons requiring manipulatives.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Classroom Walkthroughs, Observations, Lesson Plans, Common Planning Protocol

Facilitator:

Assistant Principal

Participants:

Grades 3-5 Teachers to include Resource and EBD teachers.

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

During classroom walkthroughs, use of manipulatives will be a look for.

Person or Persons Responsible

Administration, Mathematics Liaison, Math Teachers

Target Dates or Schedule

daily

Evidence of Completion

Student use of manipulatives

Plan to Monitor Effectiveness of G3.B3.S2

Monitor Mathematics Assessment Data

Person or Persons Responsible

Administration, Math Liaison, Teachers

Target Dates or Schedule

monthly

Evidence of Completion

Ongoing progress monitoring of student data

G3.B4 Based on the results from the 2013 FCAT Mathematics Assessment 63% in the lowest 25% of students made Mathematics learning gains. The target for the 2014 assessment is 67%. Which represents a 4 percentage point increase. Students in this population struggle with mathematics foundational skills which greatly impedes their ability to dissect mathematics word problems

G3.B4.S1 Implement a weekly multiplication or basic fact practice (Mad Minute) to include math fluency

Action Step 1

Use MAD MINUTE Drills to increase math fluency

Person or Persons Responsible

Teachers and Interventionists

Target Dates or Schedule

weekly

Evidence of Completion

Monthly assessment data

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

Classroom observations and fluency trackers

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

daily

Evidence of Completion

Fluency Trackers

Plan to Monitor Effectiveness of G3.B4.S1

Monitor effectiveness of strategy during common planning and data chats

Person or Persons Responsible

Administration, Math Liaison, Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Ongoing progress monitoring of math facts

G3.B4.S2 Use the CUBES Strategy to dissect word problems.

Action Step 1

Teachers will create C.U.B.E.S Anchor Charts outlining this problem solving strategy. Teachers will model the use of the C.U.B.E.S strategy to solve math word problems during the " I DO" and "WE DO" portion of the gradual release model lesson.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Classroom Walkthroughs, Student work samples showing CUBES strategy, monthly assessments.

Facilitator:

Assistant Principal

Participants:

Grades 3-5Teachers to include Resource and EBD Teachers.

Plan to Monitor Fidelity of Implementation of G3.B4.S2

C.U.B.E.S (Circle the number, Underline the important words,Box the question,Eliminate unnecessary information) strategy will be evidenced in student work and journal entries

Person or Persons Responsible

Administration, Math Liaison, Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work folders, interactive journal entries

Plan to Monitor Effectiveness of G3.B4.S2

Monthly assessment data will be analyzed to determine effectiveness

Person or Persons Responsible

Administration, Mathematics Liaison, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Data Chats, Assessment Reports

G4. The results from the 2013 FCAT Science Test indicates that 56% (38) students in Grade 5 achieved level 3 or above. Our goal for the 2014 assessment is to increase to 60% of grade 5 students achieving levels 3 or above.

G4.B1 Results from the 2013 FCAT 2.0 Science assessment indicates that 31% (21) of grade five students scored a level 3. The target this year is to increase to 34% of grade 5 students scoring a level 3. Which represents a 3 percentage point increase.The area of deficiency as noted on the 2013 FCAT 2.0 Science Test was the Nature of Science.

G4.B1.S1 Model science investigations and complete lab reports using appropriate Essential labs.

Action Step 1

Conduct all essential labs in accordance with the pacing guide

Person or Persons Responsible

Teachers

Target Dates or Schedule

ON GOING

Evidence of Completion

Student lab reports

Facilitator:

Science Liaison

Participants:

Grades 3-5 Teachers to include Resource and EBD Teachers.

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

Monitor science lab schedule and Common Planning

Person or Persons Responsible

Administration, Science Liaison, Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Student Lab reports, 5 E Lesson Planning Template

Plan to Monitor Effectiveness of G4.B1.S1

Review lab reports and conclusions and common planning meetings

Person or Persons Responsible

Administration, Science Liaison

Target Dates or Schedule

on going

Evidence of Completion

Monthly assessment data, student lab reports

G4.B2 Results from the 2013 FCAT 2.0 Science assessment indicates that 25% (17) of grade five students scored levels 4-5. The target this year is to increase to 26% percent of grade 5 students scoring levels 4-5. The area of deficiency as noted on the 2013 FCAT 2.0 Science Test was Life Science.

G4.B2.S1 Promote the use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of topics being addressed.

Action Step 1

Plan for and USE GIZMOS for interactive science inquiry-based learning

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

GIZMO Reports, Classroom Walkthoughs,

Facilitator:

Mario Junco, Discovery Education Representative.

Participants:

Grades 3-5 Teachers to include Resource and EBD Teachers

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

Use the interactive whiteboards for Gizmos to facilitate interactive science inquiry based learning.

Person or Persons Responsible

Administration, Science Liaison

Target Dates or Schedule

On-going

Evidence of Completion

Gizmo Reports, Student Gizmo lab reports

Plan to Monitor Effectiveness of G4.B2.S1

Pull Gizmo reports every 2 days to monitor student progress.

Person or Persons Responsible

Administration, Science Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly assessment, Student Gizmo Lab reports

G5. The goal for the 2013-2104 school year is to increase participation in STEM related experiences

G5.B1 There were limited experiences to engage students in the problem solving process as a method to increase participation in STEM related experiences.

G5.B1.S1 Provide hands-on elementary inquiry based learning experiences, encouraging integration of mathematics, science, and literacy and emphasize innovative laboratory experiences.

Action Step 1

Establish a timeline for the development of student projects and increase the participation in STEM competitions (i.e. SECME Olympiad and Florida Science and Engineering Fair).

Person or Persons Responsible

Teachers, Science Liaison

Target Dates or Schedule

Tri-Weekly

Evidence of Completion

Essential Lab Work Folders, Science Fair Experiments, GIZMO Reports, Florida Achieves Reports.

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

Regularly convene with Science committee in order to plan, schedule and monitor STEM experiences and strategies.

Person or Persons Responsible

Science Liaison, Administration

Target Dates or Schedule

monthly

Evidence of Completion

Completed science fair experiments, student lab journals, mini assessments

Plan to Monitor Effectiveness of G5.B1.S1

Analyze data from monthly assessments to determine if students are mastering benchmarks

Person or Persons Responsible

Administration, SBLT, MTSS/RTI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student portfolios, Monthly assessment results, Florida Achieves monthly reports

G6. For the 2013 school year, 8% of our students missed 10% or more of available instructional time. The goal for the 2013-2014 school year is to decrease the amount of student missing 10% or more of available instructional time by 1% to 7%.

G6.B1 The staggered start time for primary and intermediate adversely impacted school attendance.

G6.B1.S1 In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time, the number of students retained in the third grade and students who are non proficient in reading by third grade, students who receive two or more behavioral referrals, and those students who receive one or more behavioral referrals that led to suspension.

Action Step 1

Refer student who accumulate 3 or more absences to the Attendance Review Committee (ARC). The attendance Plan will be recorded a Student Case Management Form. Analyze the data from the number of retained 3rd graders, attendance reports and the executive summary delineating the number of Student case management forms submitted for behavior and suspensions

Person or Persons Responsible

The Attendance Review Committee

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Case Management Forms, Parent Conferences, Telephone Call Logs

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

Monitor strategy to ensure that it is being implemented as intended

Person or Persons Responsible

Attendance Review Committee and Administration

Target Dates or Schedule

QUARTERLY

Evidence of Completion

Meeting Agenda and minutes, Parent Call Logs, Parent Visitation Logs

Plan to Monitor Effectiveness of G6.B1.S1

Analyze Attendance Reports

Person or Persons Responsible

RTI/MTSS Team, LLT, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

COGNOS Reports, ISIS Reports

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, or summer school for grade 3 retainees). The school site professional development liaison as well as district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the students and families. Psych Solutions is a Community Based partner that provides counseling services to our students and their 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. Reading Coach develops, 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 our 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 II
Pine Lake has benefitted from the use of The District supplemental funds for improving basic education as follows:
• 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-5)
• parent outreach activities (K-5) 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 Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
Supplemental Academic Instruction (SAI)
This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
Pine Lake Elementary School offers a non-violence and anti-drug program to students that incorporate field trips and counseling. Additionally, through a school wide Service Learning/Character-Ed project, topics such as bullying are taught as the regular curriculum. Furthermore, counselors conduct classroom lessons on bullying prevention to include internet safety. Finally, fifth grade students receive D.A.R.E. lessons through the Miami Dade Police Department.
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 Wellness Policy.
Housing Programs - N/A
Head Start-N/A
Adult Education-N/A
Career and Technical Education-
Pine Lake Elementary School holds an annual week long Career Week which acts as a culminating activity for ongoing research and development of a school to career correlated curriculum.
Job Training-N/A
Other
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind, parent organizations such as Parent Information and Resource Centers (PIRC) of Florida and other referral organizations and services.
Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.
Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, Bilingual Parent Outreach Program seminars, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement
Health Connect in Our Schools

• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
• HCiOS enhances the health education activities provided by the schools and by the health department. HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 FCAT Reading Test indicated that 44% of students achieved level 3 proficiency or above. The goal for the 2013-2014 school year is to increase the Reading AMO for all students by 10 percentage points to 54%.

G1.B1 Students in the Black, Students with Disabilities, and Economically Disadvantaged subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 2 Reading Application (LA.3-51.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Chronological Order (RI.3.1 & RI.3.2)

G1.B1.S1 Plan for and deliver lessons that incorporate active research based strategies that strengthens students' ability to decipher informational text, utilizing the gradual release model.

PD Opportunity 1

Will meet weekly for common planning to strategically plan lessons that incorporates active research based strategies to decipher informational text.

Facilitator

Reading Coach

Participants

K-5 Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Common Planning Protocol

G1.B3 Based on the 2013 FCAT Data, 24% (48) students scored a level 3. The target for this year is 32%. Students in this category experienced difficulty in Reporting Category 4-Informational Text/Research Process. Students lacked the ability to utilize, critical thinking strategies needed to locate, interpret and organize information and to locate, interpret, and organize information and to determine the validity and reliability of information within and across texts.

G1.B3.S1 During Explicit whole group instruction, students will gain exposure to literary and informational text through McGraw-Hill "Wonders" reading series

PD Opportunity 1

Will use the Depth of Knowledge and FCAT Task Card questioning stems and graphic organizers to facilitate understanding of informational text.

Facilitator

Reading Coach, LLT

Participants

2-5 Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, Student Journals

G1.B4 Based on the 2013 FCAT Data, 19% (37) students scored a levels 4-5. The target for the 2014 school year is 22%. Students in this category experienced the most difficulty in Reporting Category 4-Informational Text/Research Process. Students lacked exposure to comprehend high end literature and informational text independently and proficiently.

G1.B4.S1 Provide opportunities for critical thinking strategies during instruction by planning for higher order thinking questions (as well as answers) in lesson plans, requiring students to respond to them during instruction during their interactive journals.

PD Opportunity 1

Consistently plan for and incorporate Higher Order Thinking Questions (H.O.T.Q's)

Facilitator

Reading Coach, LLT

Participants

2-5 Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Interactive Journals Student work folders

G1.B5 Based on the 2013 FCAT Data, 67% of students in reading made learning gains. The goal for the 2014 school is 70% which represents an increase of 3 percentage points. Students would make greater learning gains in differentiated instruction learning groups targeting specific needs.

G1.B5.S1 Implement and monitor the effective use of data driven instruction. During differentiated instruction, students will receive instruction in the teacher led center to address identified deficiencies using skill-focused lessons.

PD Opportunity 1

Will use data to group students, create Differentiated Instruction lesson plans, and identify teacher led center activities.

Facilitator

Assistant Principal

Participants

3-5 Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Differentiated instruction lesson plans, student work folders

G1.B6 Based on the 2013 FCAT Data, 59% of the lowest 25% made learning gains in reading. The goal for the 2014 school year is to increase to 63%. Which represents a 4 percentage point increase. Students from this group would benefit from an additional 30 minutes of daily reading instruction.

G1.B6.S1 Extended hour (early morning) added to the school day focusing on reading instruction. Specific tasks will be created in Successmaker that are focused on using a variety of strategies to comprehend grade level text.

PD Opportunity 1

One hour early intervention block has been scheduled for students in the lowest 25%

Facilitator

Reading Coach

Participants

2-5 Teachers

Target Dates or Schedule

First marking period

Evidence of Completion

On-going progress monitoring

G2. The results of the 2012-2013 Writing Test indicates that 48% of students achieved level 3.5 or higher in writing. The goal for the 2013-2014 school year is to increase student performance by 5 percentage points to 53%.

G2.B1 Student performance on the 2013 FCAT Writing indicates that 48% of students scored a 3.5 or above. Students lack the ability to apply transitional words/phrases appropriate to the mode of writing to organize, and sequence ideas to provide fluency in writing.

G2.B1.S1 Utilize mentor texts to organize details, and develop sentences that will enhance the clarity of the writing piece.

PD Opportunity 1

Monthly writing prompts will be analyzed and scored. Students will be provided corrective feedback.

Facilitator

Reading Coach, Assistant Principal

Participants

The MTSS/RTI Team, LLT, Administration, Reading Coach, Writing Instructional Support Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly meeting agenda, lesson plans, classroom walkthrough logs, monthly assessments

PD Opportunity 2

The team will monitor the implementation of infusing mentor text.

Facilitator

Reading Coach

Participants

The MTSS/RTI Team, LLT, Administration, Reading Coach, Writing Instructional Support Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly meeting agenda, lesson plans, classroom walkthrough logs, monthly assessments.

G2.B2 Student performance on the 2013 FCAT Writing indicates that 48% of students scored a 3.5 or above. Students experienced difficulty in writing narrative accounts with an engaging plot and rant of appropriate and specific narrative actions.

G2.B2.S1 During Writing instruction, students will develop a prewriting plan by using graphic organizers, that includes main idea, descriptive details, characters, sequence of events and settings.

PD Opportunity 1

Teacher students prewriting strategies to help develop their writing response.

Facilitator

Reading Coach, Assistant Principal

Participants

THE MTSS/RTI Team, LLT, Reading Coach, Writing Instructional Support Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly meeting agenda sign in sheets, Classroom Walkthroughs, Lesson Plans, Interactive Journals corrective feedback

G2.B2.S2 Teachers will model grabbers and endings that appeal to the reader and provide a sense of completion.

PD Opportunity 1

Model elaboration and details during whole and small group instruction.

Facilitator

Reading Coach, Assistant Principal

Participants

The MTSS/RTI Team, LLT, Reading Coach, Writing Instructional Support Team, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Student interactive writing journals. Classroom Walkthroughs.

PD Opportunity 2

Provide descriptive feedback in student interactive journals or writing samples

Facilitator

Reading Coach, Assistant Principal

Participants

The MTSS/RTI Team, LLT, Reading Coach, Writing Instructional Support Team, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Student interactive writing journals. Classroom Walkthroughs.

G3. The results from the 2013 FCAT Mathematics Test indicates that 48% of students achieved level 3 proficiency or above. The goal for the 2013-2014 school year is to maintain or increase the AMO learning target for all students.

G3.B1 Based on the results from the 2013 FCAT Mathematics Assessment, 24% (48) of students scored proficiency level 3. The target this year is 25% which represents a 1 percentage point increase. Students in this category have limited proficiency in Reporting Category Number: Base 10 and Fractions. Students in Grade 3 experienced the greatest difficulty in Reporting Category 2-Fractions. Students in grade 4 experienced the greatest difficulty in Reporting Category 2-Base Tens & Fractions.Which can be attributed to the limited proficiency in mathematics vocabulary in those categories respectively. Students in grade 5 experienced difficulty in Reporting Category 3 Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time and temperature and to explore geometric relationships.

G3.B1.S1 Daily use of journals to answer questions about mathematical operations including "how"and "why" will assist in developing these skills. As students become increasingly proficient,complexity of the problems will increase and scaffolding increase.

PD Opportunity 1

Interactive Math Journal Training will be scheduled in the fall to share strategies on how to effectively provide corrective feedback to students.

Facilitator

Mathematics Liaison, Math Curriculum Support Staff from District

Participants

2-5 Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom Walkthroughs, Lesson Plans, Interactive Journal Responses

G3.B3 Based on the results from the 2013 FCAT Mathematics Assessment 64% of students made Mathematics learning gains. The target for the 2014 assessment is 68%. Which represents a 4 percentage point increase. Students in this reporting category requires additional support in small group differentiated instruction in Mathematics to enable abstract concepts to become concrete.

G3.B3.S1 Plan for and provide differentiated instruction that is aligned to specific needs

PD Opportunity 1

Based on data, teachers will provide students with instruction to meet their needs. Teachers will utilize technology to differentiate instruction (i.e. SuccessMaker, GoMath).

Facilitator

Assistant Principal

Participants

Grades 3-5 Teachers to include Resource and EBD Teachers.

Target Dates or Schedule

on-going

Evidence of Completion

Differentiated instruction binders, Data Chats, Classroom Walkthroughs, Lesson Plans

G3.B3.S2 Incorporate manipulatives to aid students in understanding basic facts through concrete apparatus, transitioning the students to its representational and then abstract forms.

PD Opportunity 1

Provide ongoing professional development on the effective use of manipulatives and ways to incorporate during small group and whole group instruction to build conceptual understanding in students. During common planning, teachers will plan for and include the use of manipulatives each time before students work with them individually or in small groups. Incorporating category 1, numbers and base ten fraction. Provide students with the opportunity to be involved in collaborative strategies during the use of lessons requiring manipulatives.

Facilitator

Assistant Principal

Participants

Grades 3-5 Teachers to include Resource and EBD teachers.

Target Dates or Schedule

weekly

Evidence of Completion

Classroom Walkthroughs, Observations, Lesson Plans, Common Planning Protocol

G3.B4 Based on the results from the 2013 FCAT Mathematics Assessment 63% in the lowest 25% of students made Mathematics learning gains. The target for the 2014 assessment is 67%. Which represents a 4 percentage point increase. Students in this population struggle with mathematics foundational skills which greatly impedes their ability to dissect mathematics word problems

G3.B4.S2 Use the CUBES Strategy to dissect word problems.

PD Opportunity 1

Teachers will create C.U.B.E.S Anchor Charts outlining this problem solving strategy. Teachers will model the use of the C.U.B.E.S strategy to solve math word problems during the " I DO" and "WE DO" portion of the gradual release model lesson.

Facilitator

Assistant Principal

Participants

Grades 3-5Teachers to include Resource and EBD Teachers.

Target Dates or Schedule

on-going

Evidence of Completion

Classroom Walkthroughs, Student work samples showing CUBES strategy, monthly assessments.

G4. The results from the 2013 FCAT Science Test indicates that 56% (38) students in Grade 5 achieved level 3 or above. Our goal for the 2014 assessment is to increase to 60% of grade 5 students achieving levels 3 or above.

G4.B1 Results from the 2013 FCAT 2.0 Science assessment indicates that 31% (21) of grade five students scored a level 3. The target this year is to increase to 34% of grade 5 students scoring a level 3. Which represents a 3 percentage point increase.The area of deficiency as noted on the 2013 FCAT 2.0 Science Test was the Nature of Science.

G4.B1.S1 Model science investigations and complete lab reports using appropriate Essential labs.

PD Opportunity 1

Conduct all essential labs in accordance with the pacing guide

Facilitator

Science Liaison

Participants

Grades 3-5 Teachers to include Resource and EBD Teachers.

Target Dates or Schedule

ON GOING

Evidence of Completion

Student lab reports

G4.B2 Results from the 2013 FCAT 2.0 Science assessment indicates that 25% (17) of grade five students scored levels 4-5. The target this year is to increase to 26% percent of grade 5 students scoring levels 4-5. The area of deficiency as noted on the 2013 FCAT 2.0 Science Test was Life Science.

G4.B2.S1 Promote the use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of topics being addressed.

PD Opportunity 1

Plan for and USE GIZMOS for interactive science inquiry-based learning

Facilitator

Mario Junco, Discovery Education Representative.

Participants

Grades 3-5 Teachers to include Resource and EBD Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

GIZMO Reports, Classroom Walkthoughs,

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT Reading Test indicated that 44% of students achieved level 3 proficiency or above. The goal for the 2013-2014 school year is to increase the Reading AMO for all students by 10 percentage points to 54%.	$42,600
G2.	The results of the 2012-2013 Writing Test indicates that 48% of students achieved level 3.5 or higher in writing. The goal for the 2013-2014 school year is to increase student performance by 5 percentage points to 53%.	$20,700
G3.	The results from the 2013 FCAT Mathematics Test indicates that 48% of students achieved level 3 proficiency or above. The goal for the 2013-2014 school year is to maintain or increase the AMO learning target for all students.	$500
G4.	The results from the 2013 FCAT Science Test indicates that 56% (38) students in Grade 5 achieved level 3 or above. Our goal for the 2014 assessment is to increase to 60% of grade 5 students achieving levels 3 or above.	$500
G5.	The goal for the 2013-2104 school year is to increase participation in STEM related experiences	$500
G6.	For the 2013 school year, 8% of our students missed 10% or more of available instructional time. The goal for the 2013-2014 school year is to decrease the amount of student missing 10% or more of available instructional time by 1% to 7%.	$5,000
	Total	$69,800

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Evidence-Based Materials	Evidence-Based Program	Personnel	Technology	Total
EESAC	$700	$1,000	$500	$0	$600	$2,800
	$0	$0	$0	$0	$0	$0
Title	$0	$0	$0	$20,000	$0	$20,000
Title I	$0	$0	$0	$45,000	$0	$45,000
District Supplements	$0	$0	$0	$2,000	$0	$2,000
TITLE I	$0	$0	$0	$0	$0	$0
Total	$700	$1,000	$500	$67,000	$600	$69,800

Budget Details

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

G1. The results of the 2013 FCAT Reading Test indicated that 44% of students achieved level 3 proficiency or above. The goal for the 2013-2014 school year is to increase the Reading AMO for all students by 10 percentage points to 54%.

G1.B1 Students in the Black, Students with Disabilities, and Economically Disadvantaged subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 2 Reading Application (LA.3-51.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Chronological Order (RI.3.1 & RI.3.2)

G1.B1.S1 Plan for and deliver lessons that incorporate active research based strategies that strengthens students' ability to decipher informational text, utilizing the gradual release model.

Action Step 1

Will meet weekly for common planning to strategically plan lessons that incorporates active research based strategies to decipher informational text.

Resource Type

Personnel

Resource

Reading Coach to collaboratively plan with teachers to increase amount of students meeting high standards

Funding Source

Title

Amount Needed

$20,000

G1.B2 Students in the English Language Learners (ELL) subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 1, Reading Vocabulary. Due to limited language exposure, students lack the skills to determine meanings of words and phrases as they are used in text.

G1.B2.S1 Provide students with additional remediation in the foundational skills that they lack

Action Step 1

Teachers will develop phonics lessons to be implemented during center rotations to address foundational deficiencies as noted by FAIR Data.

Resource Type

Technology

Resource

Laser printers to print necessary documents to support resources needed ti implement strategy

Funding Source

EESAC

Amount Needed

$600

G1.B3 Based on the 2013 FCAT Data, 24% (48) students scored a level 3. The target for this year is 32%. Students in this category experienced difficulty in Reporting Category 4-Informational Text/Research Process. Students lacked the ability to utilize, critical thinking strategies needed to locate, interpret and organize information and to locate, interpret, and organize information and to determine the validity and reliability of information within and across texts.

G1.B3.S1 During Explicit whole group instruction, students will gain exposure to literary and informational text through McGraw-Hill "Wonders" reading series

Action Step 1

Will use the Depth of Knowledge and FCAT Task Card questioning stems and graphic organizers to facilitate understanding of informational text.

Resource Type

Personnel

Resource

Reading Coach to support the reading instructional program.

Funding Source

Title I

Amount Needed

$20,000

G1.B6 Based on the 2013 FCAT Data, 59% of the lowest 25% made learning gains in reading. The goal for the 2014 school year is to increase to 63%. Which represents a 4 percentage point increase. Students from this group would benefit from an additional 30 minutes of daily reading instruction.

G1.B6.S1 Extended hour (early morning) added to the school day focusing on reading instruction. Specific tasks will be created in Successmaker that are focused on using a variety of strategies to comprehend grade level text.

Action Step 1

One hour early intervention block has been scheduled for students in the lowest 25%

Resource Type

Personnel

Resource

Instructional staff members to facilitate computer based intervention fro students in the lowest 25%

Funding Source

District Supplements

Amount Needed

$2,000

G2. The results of the 2012-2013 Writing Test indicates that 48% of students achieved level 3.5 or higher in writing. The goal for the 2013-2014 school year is to increase student performance by 5 percentage points to 53%.

G2.B1 Student performance on the 2013 FCAT Writing indicates that 48% of students scored a 3.5 or above. Students lack the ability to apply transitional words/phrases appropriate to the mode of writing to organize, and sequence ideas to provide fluency in writing.

G2.B1.S1 Utilize mentor texts to organize details, and develop sentences that will enhance the clarity of the writing piece.

Action Step 1

Monthly writing prompts will be analyzed and scored. Students will be provided corrective feedback.

Resource Type

Other

Resource

Incentives to recognize students and teachers for making gains with writing

Funding Source

EESAC

Amount Needed

$700

Action Step 2

The team will monitor the implementation of infusing mentor text.

Resource Type

Personnel

Resource

Reading Coach monitor the implementation of Professional Mentor Text to aid in the writing instructional program

Funding Source

TITLE I

Amount Needed

$20,000

G3. The results from the 2013 FCAT Mathematics Test indicates that 48% of students achieved level 3 proficiency or above. The goal for the 2013-2014 school year is to maintain or increase the AMO learning target for all students.

G3.B1 Based on the results from the 2013 FCAT Mathematics Assessment, 24% (48) of students scored proficiency level 3. The target this year is 25% which represents a 1 percentage point increase. Students in this category have limited proficiency in Reporting Category Number: Base 10 and Fractions. Students in Grade 3 experienced the greatest difficulty in Reporting Category 2-Fractions. Students in grade 4 experienced the greatest difficulty in Reporting Category 2-Base Tens & Fractions.Which can be attributed to the limited proficiency in mathematics vocabulary in those categories respectively. Students in grade 5 experienced difficulty in Reporting Category 3 Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time and temperature and to explore geometric relationships.

G3.B1.S1 Daily use of journals to answer questions about mathematical operations including "how"and "why" will assist in developing these skills. As students become increasingly proficient,complexity of the problems will increase and scaffolding increase.

Action Step 1

Interactive Math Journal Training will be scheduled in the fall to share strategies on how to effectively provide corrective feedback to students.

Resource Type

Evidence-Based Materials

Resource

Interactive Reading Journals to implement Mathematics journaling

Funding Source

EESAC

Amount Needed

$500

G3.B4 Based on the results from the 2013 FCAT Mathematics Assessment 63% in the lowest 25% of students made Mathematics learning gains. The target for the 2014 assessment is 67%. Which represents a 4 percentage point increase. Students in this population struggle with mathematics foundational skills which greatly impedes their ability to dissect mathematics word problems

G3.B4.S1 Implement a weekly multiplication or basic fact practice (Mad Minute) to include math fluency

Action Step 1

Use MAD MINUTE Drills to increase math fluency

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4. The results from the 2013 FCAT Science Test indicates that 56% (38) students in Grade 5 achieved level 3 or above. Our goal for the 2014 assessment is to increase to 60% of grade 5 students achieving levels 3 or above.

G4.B1 Results from the 2013 FCAT 2.0 Science assessment indicates that 31% (21) of grade five students scored a level 3. The target this year is to increase to 34% of grade 5 students scoring a level 3. Which represents a 3 percentage point increase.The area of deficiency as noted on the 2013 FCAT 2.0 Science Test was the Nature of Science.

G4.B1.S1 Model science investigations and complete lab reports using appropriate Essential labs.

Action Step 1

Conduct all essential labs in accordance with the pacing guide

Resource Type

Evidence-Based Materials

Resource

Replenishment materials for Essential Labs and Investigations

Funding Source

EESAC

Amount Needed

$500

G5. The goal for the 2013-2104 school year is to increase participation in STEM related experiences

G5.B1 There were limited experiences to engage students in the problem solving process as a method to increase participation in STEM related experiences.

G5.B1.S1 Provide hands-on elementary inquiry based learning experiences, encouraging integration of mathematics, science, and literacy and emphasize innovative laboratory experiences.

Action Step 1

Establish a timeline for the development of student projects and increase the participation in STEM competitions (i.e. SECME Olympiad and Florida Science and Engineering Fair).

Resource Type

Evidence-Based Program

Resource

Science Fair Boards for all students

Funding Source

EESAC

Amount Needed

$500

G6. For the 2013 school year, 8% of our students missed 10% or more of available instructional time. The goal for the 2013-2014 school year is to decrease the amount of student missing 10% or more of available instructional time by 1% to 7%.

G6.B1 The staggered start time for primary and intermediate adversely impacted school attendance.

G6.B1.S1 In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time, the number of students retained in the third grade and students who are non proficient in reading by third grade, students who receive two or more behavioral referrals, and those students who receive one or more behavioral referrals that led to suspension.

Action Step 1

Refer student who accumulate 3 or more absences to the Attendance Review Committee (ARC). The attendance Plan will be recorded a Student Case Management Form. Analyze the data from the number of retained 3rd graders, attendance reports and the executive summary delineating the number of Student case management forms submitted for behavior and suspensions

Resource Type

Personnel

Resource

Community Involvement Specialist to assist with attendance plan

Funding Source

Title I

Amount Needed

$5,000