



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Royal Palm Elementary School

4200 SW 112TH CT

Miami, FL 33165

305-221-7961

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 90%
Alternative/ESE Center No	Charter School No	Minority Rate 97%

School Grades History

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	16
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	25
Part III: Coordination and Integration	55
Appendix 1: Professional Development Plan to Support Goals	58
Appendix 2: Budget to Support Goals	62

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

Royal Palm Elementary School

Principal

Marta Garcia

School Advisory Council chair

Cristobal Wiese

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

Name	Title
Myrtis Thomas	Assistant Principal
Zoila Meireles	Reading Liaison
Carmen Perdomo	Kindergarten Chairperson
Joann Blanco	First Grade Chairperson
Silvia Livermore	Second Grade Chairperson
Cristobal Wiese	Third Grade Chairperson
Carlianne Maruri	Fourth Grade Chairperson
Cary Cabrera	Fifth Grade Chairperson
Dannette Hunter	UTD Steward
Elena Ruiz	Special Areas Chairperson
Clarivel Garcia	SPED Chairperson

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1, Assistant Principal – 1,
 UTD steward – 1, Teachers – 5,
 Alternate Teachers – 2, Educational Support Employee – 1,

Alternate Educational Support- 1, Parents – 7, Alternate Parent- 1, Student – 1,
Alternate Student- 1, Business community Representative- 1

Involvement of the SAC in the development of the SIP

The School Advisory Council (SAC) has an important function for the success of Royal Palm Elementary School. Listed below are some of the functions of the SAC.

- Develop and monitor the implementation of the School Improvement Plan.
- Sponsor drives to increase parental involvement.
- Reach out to the community to obtain more partners
- Data Analysis of assessments.

Activities of the SAC for the upcoming school year

For the school year 2013-2014 the SAC has many important agenda items which include:

- Developing and monitoring the implementation of the School Improvement Plan.
- Sponsoring drives to increase parental involvement
- Reaching out to the community to obtain more partners
- Expenditure of funds
- Data Analysis of assessments.

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

Support personnel will be hired and paid for by the SAC funding. The support personnel will be hired to provide the students with tutoring in Reading.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Marta Garcia		
Principal	Years as Administrator: 18	Years at Current School: 5
Credentials	Bachelors of Science in Elementary Education and ESOL, a Master’s in TESOL, and a Specialist degree in Educational Leadership. Professional Educator’s Certificate: Elementary Education (1-6), ESOL (K-12), and Educational Leadership.	
Performance Record	2013 – School Grade – A 12 ’11 ’10 ’09 ’08 School Grade A A A B A High Standards Reading. 75% 83% 89% 85% 83% High Standards Math 82% 87% 88% 81% 87% Learning Gains - Reading. 87% 71% 75% 70% 76% Learning Gains-Math 85% 48% 69% 67% 68% Gains-Reading-25% 83% 65% 68% 48% 71% Gains-Math-25% 92% 62% 70% 65% 82% AMO	

Myrtis Thomas		
Asst Principal	Years as Administrator: 14	Years at Current School: 6
Credentials	Specialist Degree in Educational Leadership. Professional Educator’s Certificate: Elementary Education; Early Childhood Education; Educational Leadership; ESOL Endorsement	
Performance Record	2013 – School Grade – A ’12 ’11 ’10 ’09 ’08 School Grade A A A A A High Standards Reading. 75% 83% 89% 83% 86% High Standards Math 82% 87% 88% 88%78% Learning Gains - Reading. 87% 71% 75% 62% 73% Learning Gains-Math 85% 48% 69% 59% 54% Gains-Rdg-25% 83% 65% 68% 56% 68% Gains-Math-25% 92% 62% 70% 56% 58% AMO	

Instructional Coaches

# of instructional coaches	0
# receiving effective rating or higher (not entered because basis is < 10)	
Instructional Coach Information:	

Part-time / District-based Areas	Years as Coach:	Years at Current School:
	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

of classroom teachers

39

receiving effective rating or higher

39, 100%

Highly Qualified Teachers

74%

certified in-field

38, 97%

ESOL endorsed

31, 79%

reading endorsed

7, 18%

with advanced degrees

16, 41%

National Board Certified

2, 5%

first-year teachers

0, 0%

with 1-5 years of experience

2, 5%

with 6-14 years of experience

15, 38%

with 15 or more years of experience

22, 56%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

3, 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

Partnering with local universities and implementing an Intern Recruitment Program.

Partnering new teachers with veteran staff.

On-site leadership opportunities.

Provide opportunities to observe model classrooms and attend professional development activities.

Person responsible: Marta Garcia, Principal and Myrtis Thomas , Assistant Principal

Teacher Mentoring Program/Plan

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

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

NA

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

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

Royal Palm Elementary MTSS/Rtl team is an extension of the school's Leadership Team designed to support the administration through a problem solving process to address issues and concerns which arise through a systematic examination of data in regards to student achievement, safety, culture, literacy, attendance, and behavior in an effort to provide early intervention

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

Royal Palm Elementary MTSS/Rtl team is an extension of the school's Leadership Team designed to support the administration through a problem solving process to address issues and concerns which arise through a systematic examination of data in regards to student achievement, safety, culture, literacy, attendance, and behavior in an effort to provide early intervention.

Royal Palm Elementary has a school-based Multi-Tiered Support System/Response to Instruction/Intervention Leadership Team which includes the Principal, Assistant Principal, Primary and Intermediate Teachers, SWD Teachers, the Reading Liaison, the Math Liaison, the Science Liaison, the School Psychologist, a Technology Specialist, the Speech Language Pathologist, and the School Counselor.

Occasionally, the MTSS/Rtl team may call upon the School Social Worker, Members of the SAC, and Community stakeholder as resources based on specific problems or concerns as warranted.

- Royal Palm Elementary Principal, Marta Garcia, provides a common vision for the use of data-based decision-making. In addition, the principal ensures that the school-based team is implementing MTSS/Rtl by conducting assessment of MTSS/Rtl skills of school staff and collecting documentation. Moreover, the principal provides adequate professional development to support MTSS/Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities.

- The Reading Liaison, Zoila Meireles, develops, leads, and evaluates school core content standards/ programs and identifies and analyzes existing literature on scientifically based curriculum/behavior assessments and intervention approaches. In addition, the Reading Liaison identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies. The Coach assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” and in the design and implementation for progress monitoring, data collection, and data analysis. Furthermore, the Reading Liaison provides guidance on K-5 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of all levels of intervention.
- The Primary and Intermediate Teachers on Royal Palm Elementary MTSS/RtI provide information about core instruction, participate in student data collection, deliver core instructional and behavioral supports for all students in the general curriculum, collaborate with other staff to implement supplemental interventions to groups of targeted students who need additional support, and integrates Intensive interventions in order to meet the goal of increasing each student’s rate of progress academically.
- SWD Teachers participate in student data collection, integrate core instructional activities/materials into Intensive instruction, and collaborate with general education teachers through activities such as co-teaching, small group pull-out, and tutoring.
- The School Psychologist, Jeanie Redero, participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation, and facilitates data-based decision making activities.
- The Technology Specialist, Andrew Domena, develops the technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.
- The Speech Language Pathologist, Rosa Giannoni, educates the team in the role language plays in curriculum, assessments, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student needs with respect to language skills.
- The School Counselor, Melissa Perera, provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the counselor offers a repertoire of community agencies that offer assistance to children and families and to support the child's academic, emotional, behavioral, and social success.
- Royal Palm Elementary uses the MTSS/RtI as a general education initiative where levels of support (resources) are allocated in direct proportion to student needs. There are three levels of support which include Core Instructional, Supplemental Instructional, and Intensive Instructional and/or behavioral interventions in order to increase individual students’ rate of progress. There will be an on-going evaluation method established for services at each tier to monitor effectiveness of meeting school goals and student growth as evidenced by on-going assessments. The four step problem solving model (problem identification, problem analysis, intervention implementation, and response evaluation) will be used to plan, monitor, and revise instruction and intervention.

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

Royal Palm Elementary MTSS/RtI Team will address how to enhance data collection, data analysis, problem solving, differentiated instruction, and progress monitoring using various steps.

The Leadership Team will:

- Use the Tier 1 Problem Solving process to set goals, monitor academic and behavior data, and evaluate progress at least 3 times per year, where the team reviews progress monitoring data at the grade and classroom level to identify students who are meeting/exceeding benchmarks, moderate risk or at high risk for not meeting benchmarks.
- Gather and analyze data to provide adequate professional development to faculty in an effort to support MTSS/RTI implementation.

- Meet once a month to analyze data and link instructional decisions, using the four step problem solving process.
- Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process.
- Maintain communication with staff for input and feedback.
- Collaborate regularly to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.
- Assist with monitoring and responding to the needs of the subgroups within the expectations for meeting Annual Measurable Objectives
- Communicate with parents regarding school-based MTSS/Rtl plans and activities.

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

At Royal Palm Elementary, data will be used to adjust the delivery of curriculum and instruction, behavior management system, allocation of school-based resources, professional development, and create student growth trajectories in order to identify and develop interventions.

Managed data will include:

Academic: FAIR assessment, Oral Reading Fluency Measures, Checkpoints and Benchmark Assessments, Baseline Benchmark Assessments , Technology Based Intervention and Monitoring Systems, 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, Referrals to Special Education Programs.

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

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

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: 2,160

The school based strategy that is used to increase the amount of quality learning time and help provide an enriched and accelerated curriculum at our school is ELL After school Tutoring. It will be provided once the funding is available, for the students selected.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Throughout the school year, data chats are conducted after the FAIR and interim assessments are completed.

The team analyzes the data by first determining the student sub groups, and identifying the at risk students. After the students are identified we determine whether the students are receiving intervention, or whether external factors are impeding their performance. We also determine if requests for assistance or Rtl has been initiated. Once the students at risk are identified, we determine the deficiencies of each student and address the strategies needed to target the deficiencies.

Who is responsible for monitoring implementation of this strategy?

The school Principal, Assistant Principal, Reading Liaison, SPED Teachers, and each grade level meets individually to discuss and evaluate the needs of the students and the strategies that will be implemented to increase student learning and performance.

Literacy Leadership Team (LLT)

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

Name	Title
Marta Garcia	Principal
Myrtis Thomas	Assistant Principal
Zoila Meireles	Reading Liason
Carmen Perdomo	Kindergarten Grade Level Chairperson
JoAnne Blanco	First Grade Chairperson
Silvia Livermore	Second Grade chairperson
Cristobal Wiese	Third Garde Chairperson
Carlianne Maruri	Fourth Grade Chairperson
Cary Cabrera	Fifth Grade Chairperson
Nancy Perez	ELL Chairperson
Clarivel Garcia	SPED Chairperson

Name	Title
Danette Hunter	UTD Steward
Elena Ruiz	Media specialist

How the school-based LLT functions

At Royal Palm Elementary, the purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading liaison, mentor reading teachers, content area teachers, and other principal appointees will serve on this team which will meet at least once a month. The principal will select team members based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The Reading Liaison will provide motivation and promote a spirit of collaboration within the Reading Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development. Royal Palm's Reading Leadership Team will provide on-going professional development for faculty members requiring extended support. In addition, the team analyzes data, fluidity of reading groups, and monitors the progress of students at each grade level and subgroup.

Major initiatives of the LLT

Royal Palm Elementary LLT will focus its primary initiative on training staff on implementing the MTSS/Response to Intervention, the Next Generation Sunshine State Standards, and Common Core Standards. Training will include identifying new clusters, strands, utilizing the district pacing guides, correlating the NGSSS to the Common Core Standards, and focus will be given on the new requirements for intervention based on the district's Decision Tree Model for FAIR Testing. The initiatives for this school year are aligned to the Comprehensive Research-based Reading Plan (C.R.R.P.)

Every Teacher Contributes to Reading Instruction

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

All of the teachers will contribute to reading improvement by incorporating differentiated instruction and strategies across the curriculum.

Preschool Transition

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

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

Royal Palm Elementary offers an Exceptional Special Education Mainstream Pre-Kindergarten Program. The Program consists of SWD students and role models selected for the Voluntary Pre-Kindergarten Program (VPK) Role Model in ESE full day program. This program creates a smooth transition into our elementary school program. In addition, Royal Palm also houses a VPK program consisting of 18 students with a full-time certified teacher and a paraprofessional. The Pre-Kindergarten instruction follows the M-DCPS Pre-Kindergarten High Scope Curriculum which includes pre and post evaluations documenting student progress. Research indicates that students who participate in an early childhood program demonstrate readiness skills upon entering kindergarten. These students exhibit positive social and academic behaviors as well as self-confidence. Their success is evident as they come ready to meet the benchmarks and expectations of the Kindergarten program.

Royal Palm Elementary builds a working relationship and a culture of exchange and mutual respect by

instituting the Early Educator Exchange (Triple E). Neighborhood and school site PK teachers will come together with kindergarten teachers in the Fall and Summer for a facilitated discussion focusing on student performance, effective instructional methods, and developmental expectations. A Transition Meeting from Pre-K to Kindergarten took place on May 30, 2013. A secondary meeting will be held on August 6, 2013.

All students are assessed in Cognitive, Social/Emotional, Self-Help, and Behavior Development prior to entering Kindergarten. The Devereaux Early Childhood Assessment, The Battelle Developmental Intervention and the PELI Literacy Based Program are the assessment instruments used. The teachers use the PELI to assess print/letter knowledge and level of phonological awareness/processing. The DECA and BDI-II are used to assess Social/Emotional Development. The results from these assessments are used to plan instruction and determine the need for interventions. The academic and behavioral instruction is based on the data from the assessments. These screening tools are used at the beginning of the school year and at the end. Pre-K teachers and Kindergarten teachers collaborate on activities and expectations, as well as share best practices.

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

NA

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

NA

Strategies for improving student readiness for the public postsecondary level

NA

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	72%	74%	Yes	75%
American Indian				
Asian				
Black/African American				
Hispanic	70%	74%	Yes	73%
White	74%	75%	Yes	77%
English language learners	53%	62%	Yes	58%
Students with disabilities	41%	51%	Yes	47%
Economically disadvantaged	69%	74%	Yes	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	71	27%	30%
Students scoring at or above Achievement Level 4	115	44%	45%

Learning Gains

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

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	94	44%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	58	27%	34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	66	31%	38%

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	80	80%	82%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	76%	82%	Yes	78%
American Indian				
Asian				
Black/African American				
Hispanic	74%	82%	Yes	77%
White	93%	75%	No	94%
English language learners	73%	75%	Yes	75%
Students with disabilities	48%	71%	Yes	53%
Economically disadvantaged	77%	82%	Yes	79%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	92	35%	36%
Students scoring at or above Achievement Level 4	117	45%	46%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		52%	57%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		52%	57%

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	22	29%	32%
Students scoring at or above Achievement Level 4	26	34%	35%

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)	23		26
Participation in STEM-related experiences provided for students	23	100%	100%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	46	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	40	7%	6%
Students who are not proficient in reading by third grade	24	29%	26%
Students who receive two or more behavior referrals	12	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Goals Summary

- G1.** Based on the results of the 2013 FCAT 2.0 Reading Assessment, 74% of our students achieved a Level 3 proficiency or above. Our goal for the 2013-2014 school year, is to increase Level 3 and above student proficiency by 1 percentage point to 75%.
- G2.** The 2013 FCAT 2.0 Writing Assessment indicates that 80% of the fourth grade students achieved a level 3.5 or higher. The school expects to increase the level of performance during the 2013-2014 school year, to 82%.
- G3.** Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 82% of our students achieved a Level 3 Proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 1 percentage point to 83%.
- G4.** On the 2013 administration of the FCAT 2.0 Science Assessment, 29% of the fifth grade students achieved a Level 3. For the 2013-2014 school year, the expected level of performance is 32% achieving proficiency.
- G5.** Increase student participation and experiences in STEM related activities.
- G6.** Our goal is to decrease the percentage of excessive absences from the current 8% by 1 percentage point to 7%. We will maintain the number of behavioral referrals at 1%. We will maintain the number of referrals leading to suspension at 0%.

Goals Detail

G1. Based on the results of the 2013 FCAT 2.0 Reading Assessment, 74% of our students achieved a Level 3 proficiency or above. Our goal for the 2013-2014 school year, is to increase Level 3 and above student proficiency by 1 percentage point to 75%.

Targets Supported

Resources Available to Support the Goal

- The teachers will utilize task cards for Reading, and resources from the McGraw hill reading series. CPALMS will also be used by teachers to enhance lessons. Internet resources will also be used and implemented in the classroom.

Targeted Barriers to Achieving the Goal

- Based on the results of the 2013 FCAT 2.0 Reading Assessment, 74% of our students achieved a Level 3 and above proficiency. Our goal for the 2013-2014 school year, is to increase Level 3 and above student proficiency by 1 percentage point to 75%.
- Based on the results of the 2013 FCAT 2.0 Reading Assessment, 44% of our students achieved a Level 4 and above Proficiency. Our goal for the 2013-2014 school year, is to increase Level 4 and above student proficiency by 1 percentage point to 45%.
- Based on the results of the 2013 FCAT 2.0 Reading Assessment, 76% of our lowest 25 percentile students made learning gains. Our goal for the 2013-2014 school year, is to increase learning gains of our lowest 25 percentile students by 2 percentage point to 78%.
- Based on the results of the 2013 FCAT 2.0 Reading Assessment, 75% of our students made learning gains. Our goal for the 2013-2014 school year, is to increase learning gains by 3 percentage point to 78%.
- Students will increase their knowledge and awareness in pronunciation, by implementing listening and speaking skills.
- Students will increase their knowledge and awareness in comprehension questions and reading skills.
- Students will increase their knowledge and awareness in expressing their thoughts, using correct conventions in writing.

Plan to Monitor Progress Toward the Goal

Assessments and data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team and MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Interim Assessment and Teacher created tests.

G2. The 2013 FCAT 2.0 Writing Assessment indicates that 80% of the fourth grade students achieved a level 3.5 or higher. The school expects to increase the level of performance during the 2013-2014 school year, to 82%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Teachers will implement quality writing techniques from the Writing Institute and 6 Traits of Writing in their instruction. Teachers will utilize the Writing Pacing Guide to teach students Expository and Narrative Writing. Intermediate teachers will use Jeff Anderson's Mechanically Inclined to address issues in mechanics and conventions. All classroom teachers will utilize McGraw Hill Reading Series.

Targeted Barriers to Achieving the Goal

- The 2013 FCAT 2.0 Writing Assessment indicates that 80% of the fourth grade students achieved a level 3.5 or higher. The school expects to increase the level of performance during the 2013-2014 school year, to 82%. Students will increase awareness in mechanics, conventions, spelling, and vocabulary.

Plan to Monitor Progress Toward the Goal

Administer and score monthly writing prompts to monitor student progress and adjust focus as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Journals Student Folders Monthly Writing Prompts

G3. Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 82% of our students achieved a Level 3 Proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 1 percentage point to 83%.

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

- Teachers will utilize manipulatives for hands-on activities. Teachers in 3-5 will use the Goal Setting Document to analyze Benchmark Proficiency for Interim Tests. Teachers will implement lessons from Discovery Education. Teachers will incorporate SuccessMaker, and Gizmos to broaden student understanding. Teachers will also utilize the resources offered via ThinkCentral.com.

Targeted Barriers to Achieving the Goal

- Based on the results of the 2013 FCAT 2.0 Math Assessment, 48% of our SWD students achieved a Level 3 and above proficiency. Our goal for the 2013-2014 school year, is to increase Level 3 and above student proficiency by 5 percentage points to 53 %.
- Based on the results of the 2013 FCAT 2.0 Math Assessment, 35% of our students achieved a Level 3 proficiency. Our goal for the 2013-2014 school year, is to increase Level 3 student proficiency by 1 percentage point to 36%. Students scoring a level 3 in the FCAT 2.0 will demonstrate awareness in the Reporting Category of Geometry.
- Based on the results of the 2013 FCAT 2.0 Math Assessment, 77% of our ED students achieved a Level 3 and above proficiency. Our goal for the 2013-2014 school year, is to increase Level 3 and above student proficiency by 2 percentage points to 79 %.
- Based on the results of the 2013 FCAT 2.0 Math Assessment, 52% of our students made learning gains. Our goal for the 2013-2014 school year, is to increase learning gains by 5 percentage points to 57%. Students making learning gains will demonstrate awareness in the Reporting Category of Number Geometry.
- Based on the results of the 2013 FCAT 2.0 Math Assessment, 52% of our lowest 25 percentile of students achieved a Level 3 and above proficiency. Our goal for the 2013-2014 school year, is to increase the lowest 25 percentile of students scores by 5 percentage points to 57%.

Plan to Monitor Progress Toward the Goal

Review teacher made assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness through the Plan-Do-Study Act.

Person or Persons Responsible

Leadership Team and MTSS/Rtl

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Teacher Made Tests, District Interim Data Reports, and Student Work.

G4. On the 2013 administration of the FCAT 2.0 Science Assessment, 29% of the fifth grade students achieved a Level 3. For the 2013-2014 school year, the expected level of performance is 32% achieving proficiency.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Grade levels will conduct Monthly Lab presentations. In addition, teachers will adhere to the depth and rigor of the Next Generation Sunshine State Standards Pacing Guide provided by the District. Teachers will implement lessons from Discovery Education. In addition, teachers in 3-5 will use the Goal Setting Document to analyze Benchmark Proficiency for Interim Tests.

Targeted Barriers to Achieving the Goal

- On the 2013 administration of the FCAT 2.0 Science Assessment, 29% of the fifth grade students achieved a Level 3. For the 2013-2014 school year, the expected level of performance is 32% achieving proficiency.
- On the 2013 administration of the FCAT 2.0 Science Assessment, 34% of the fifth grade students achieved a Level 4 and above. For the 2013-2014 school year, the expected level of performance is 35% achieving proficiency.

Plan to Monitor Progress Toward the Goal

Projects will be reviewed using a rubric to ensure that students are making progress and that adjustments are being made as necessary through the Plan-Do-Study Act.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Interim Assessments, Rubric, and Teacher created tests.

G5. Increase student participation and experiences in STEM related activities.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Technology and manipulatives to infuse into instruction. Funding for Science club.

Targeted Barriers to Achieving the Goal

- Increase student participation in STEM related activities. During the 2012-2013 school year we had 23 participants in the Science club. We will increase the number of students involved in the Science Club by 10%, by adding 3 new members.
- Increase student experiences in STEM related activities by increasing exposure to careers in Science, Technology, Engineering and Mathematics..

Plan to Monitor Progress Toward the Goal

Projects implemented by Science Club.

Person or Persons Responsible

Leadership Team. Math and Science Club Sponsor.

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Participation in Science Fair, and Fairchild Challenge.

G6. Our goal is to decrease the percentage of excessive absences from the current 8% by 1 percentage point to 7%. We will maintain the number of behavioral referrals at 1%. We will maintain the number of referrals leading to suspension at 0%.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- The use of the Elementary SPOT Success Recognition Program. Teachers will utilize the new portal to bookmark the Spot Success Page as their favorite. Awards and incentives to motivate the students to improve attendance.

Targeted Barriers to Achieving the Goal

- Student academic development is correlated to student attendance.
- Student academic development is correlated to the number of students who receive two or more behavioral referrals, and those students who receive two or more behavioral referrals that lead to suspension.
- Student academic development and progress is essential in students that are being retained and attendance must be monitored.
- Student academic development and progress is essential in students that are not proficient in reading by grade 3 and attendance must be monitored. .

Plan to Monitor Progress Toward the Goal

Monitor attendance, referral, suspension and student progress reports.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Attendance rosters and attendance reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Based on the results of the 2013 FCAT 2.0 Reading Assessment, 74% of our students achieved a Level 3 proficiency or above. Our goal for the 2013-2014 school year, is to increase Level 3 and above student proficiency by 1 percentage point to 75%.

G1.B1 Based on the results of the 2013 FCAT 2.0 Reading Assessment, 74% of our students achieved a Level 3 and above proficiency. Our goal for the 2013-2014 school year, is to increase Level 3 and above student proficiency by 1 percentage point to 75%.

G1.B1.S1 The teachers will utilize task cards for Reading. In addition, teachers will use grade –level appropriate text that include identifiable author’s purpose for writing, stated or implied main idea, causal relationships, and text features, which include cause/effect, compare/contrast, and chronological order. In addition, teachers in 3-5 will use the Goal Setting Document to analyze Benchmark Proficiency for Interim Tests. Teachers will implement lessons from Discovery Education.

Action Step 1

CPALMS will provide the teachers with the information and resources for the integration of the common core.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student folders Lesson Plans Journals Portfolios

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

Quarterly review of students’ assessments, Interim Assessments and teacher created tests through the Plan-Do-Study-Act.

Person or Persons Responsible

Leadership Team and MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessment and Teacher created tests.

Plan to Monitor Effectiveness of G1.B1.S1

Review of students' assessments, Interim Assessments and teacher created tests through the Plan-Do-Study-Act.

Person or Persons Responsible

Leadership Team and MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessment and Teacher created tests.

G1.B2 Based on the results of the 2013 FCAT 2.0 Reading Assessment, 44% of our students achieved a Level 4 and above Proficiency. Our goal for the 2013-2014 school year, is to increase Level 4 and above student proficiency by 1 percentage point to 45%.

G1.B2.S1 Utilize task cards for Reading. In addition, teachers will use biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. In addition, teachers in 3-5 will use the Goal Setting Document to analyze Benchmark Proficiency for Interim Tests. Teachers will implement lessons from Discovery Education

Action Step 1

Reading Plus 4.0; new features added to program with strategies to incorporate within differentiated instruction.

Person or Persons Responsible

All Teachers

Target Dates or Schedule

November 8, 2013

Evidence of Completion

Facilitator evaluation and follow-up activities.

Facilitator:

Monica Andrews

Participants:

All Teachers

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

Quarterly review of students' assessments Interim Assessments, and teacher created tests through the Plan-Do-Study-Act.

Person or Persons Responsible

Leadership Team and MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessments and teacher created tests through the Plan-Do-Study-Act. Teacher created tests.

Plan to Monitor Effectiveness of G1.B2.S1

Review of students' assessments, Interim Assessments, and teacher created tests through the Plan-Do-Study-Act.

Person or Persons Responsible

Leadership Team and MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessments and teacher created tests through the Plan-Do-Study-Act. Teacher created tests.

G1.B3 Based on the results of the 2013 FCAT 2.0 Reading Assessment, 76% of our lowest 25 percentile students made learning gains. Our goal for the 2013-2014 school year, is to increase learning gains of our lowest 25 percentile students by 2 percentage point to 78%.

G1.B3.S1 Utilize task cards for Reading. In addition, teachers will require students to read narrative passages in a variety of texts and page formats with implicit information and recognize subtle differences in the author's purpose. Furthermore, there will be an increase in the use of Graphic Organizers to help students compare/contrast items, as well as find causal relationships. Increase use of technology. In addition, teachers in 3-5 will use the Goal Setting Document to analyze Benchmark Proficiency for Interim Tests.

Action Step 1

Quarterly review of students' assessments which include FCAT 2.0, Interim Assessments, and teacher created tests through the Plan-Do-Study-Act.

Person or Persons Responsible

Leadership Team and MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments and Teacher created tests.

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

Quarterly review of students' assessments which include FCAT 2.0, Interim Assessments, and teacher created tests through the Plan-Do-Study-Act.

Person or Persons Responsible

Leadership Team and MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments and Teacher created tests.

Plan to Monitor Effectiveness of G1.B3.S1

Quarterly review of students' assessments which include FCAT 2.0, Interim Assessments, and teacher created tests through the Plan-Do-Study-Act.

Person or Persons Responsible

Leadership Team and MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments and Teacher created tests.

G1.B4 Based on the results of the 2013 FCAT 2.0 Reading Assessment, 75% of our students made learning gains. Our goal for the 2013-2014 school year, is to increase learning gains by 3 percentage point to 78%.

G1.B4.S1 Utilize task cards for Reading. In addition, teachers will increase the use of graphic organizers to determine main idea and details and utilize a co-teaching model in order to target low performance students and give support to these students. Students will also use FCAT Explorer, Success Maker, Reading Plus and Accelerated Reader to boost achievement in this area. In addition, teachers in 3-5 will use the Goal Setting Document to analyze Benchmark Proficiency for Interim Tests. Teachers will implement lessons from Discovery Education.

Action Step 1

Quarterly review of students' assessments, Interim Assessments, and teacher created tests through the Plan-Do-Study-Act.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments and Teacher created tests.

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

Quarterly review of students' assessments, Interim Assessments, and teacher created tests through the Plan-Do-Study-Act.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments and Teacher created tests.

Plan to Monitor Effectiveness of G1.B4.S1

Quarterly review of students' assessments, Interim Assessments, and teacher created tests through the Plan-Do-Study-Act.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments and Teacher created tests.

G1.B5 Students will increase their knowledge and awareness in pronunciation, by implementing listening and speaking skills.

G1.B5.S1 Teachers will utilize the Language Experience Approach to develop listening skills by having students produce language in response to firsthand, multisensory experiences. Teachers will also use brainstorming techniques to activate students' prior knowledge and experience.

Action Step 1

Quarterly review of students' assessments which include teacher created tests through the Plan-Do-Study-Act.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Created Test

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

Quarterly review of students' assessments which include teacher created tests through the Plan-Do-Study-Act.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Created Test

Plan to Monitor Effectiveness of G1.B5.S1

Quarterly review of students' assessments which include teacher created tests through the Plan-Do-Study-Act.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Created Test

G1.B6 Students will increase their knowledge and awareness in comprehension questions and reading skills.

G1.B6.S1 Teachers will implement the Question-Answer Relationship (QAR) when developing comprehension questions, helping the student identify different question types and teaching text organization. (In the Book, In your Head, On your Own).

Action Step 1

Quarterly review of students' assessments which include teacher created tests through the Plan-Do-Study-Act.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher Created Tests

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

Review of students' assessments which include teacher created tests through the Plan-Do-Study-Act.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher Created Tests

Plan to Monitor Effectiveness of G1.B6.S1

Review of students' assessments which include teacher created tests through the Plan-Do-Study-Act.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Created Tests

G1.B7 Students will increase their knowledge and awareness in expressing their thoughts, using correct conventions in writing.

G1.B7.S1 Students will begin expressing their thoughts using correct conventions in writing.

Action Step 1

Review of students' assessments which include teacher created tests through the Plan-Do-Study Act.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Created Tests

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

Review of students' assessments which include teacher created tests through the Plan-Do-Study Act.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Created Tests

Plan to Monitor Effectiveness of G1.B7.S1

Review of students' assessments which include teacher created tests through the Plan-Do-Study Act.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Created Tests

G2. The 2013 FCAT 2.0 Writing Assessment indicates that 80% of the fourth grade students achieved a level 3.5 or higher. The school expects to increase the level of performance during the 2013-2014 school year, to 82%.

G2.B1 The 2013 FCAT 2.0 Writing Assessment indicates that 80% of the fourth grade students achieved a level 3.5 or higher. The school expects to increase the level of performance during the 2013-2014 school year, to 82%. Students will increase awareness in mechanics, conventions, spelling, and vocabulary.

G2.B1.S1 Teachers will implement quality writing techniques from the Writing Institute and 6 Traits of Writing in their instruction. Teachers will utilize the Writing Pacing Guide to teach students Expository and Narrative Writing. Primary teachers will increase the correct application of frequently used vocabulary in student writing. Intermediate teachers will use Jeff Anderson's Mechanically Inclined to address issues in mechanics and conventions. All classroom teachers will utilize McGraw Hill reading series.

Action Step 1

Common Core for Writing

Person or Persons Responsible

All Teachers

Target Dates or Schedule

February 7, 2014

Evidence of Completion

Instructor Evaluation and completion of follow-up assignment.

Facilitator:

Kathy Bumgardner

Participants:

All Teachers

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

Administer and score monthly writing prompts to monitor student progress and adjust focus as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work folders Monthly Writing Prompts Student Feedback

Plan to Monitor Effectiveness of G2.B1.S1

Administer and score monthly writing prompts to monitor student progress and adjust focus as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Folders Monthly Writing Prompts Journals

G3. Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 82% of our students achieved a Level 3 Proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 1 percentage point to 83%.

G3.B1 Based on the results of the 2013 FCAT 2.0 Math Assessment, 48% of our SWD students achieved a Level 3 and above proficiency. Our goal for the 2013-2014 school year, is to increase Level 3 and above student proficiency by 5 percentage points to 53 %.

G3.B1.S2 Teachers will infuse technology throughout the mathematics learning block. Teacher will incorporate SuccessMaker, and Gizmos to broaden student understanding in Math. Teachers will also utilize the resources offered via ThinkCentral.com. In addition, teachers in 3-5 will use the Goal Setting Document to analyze Benchmark Proficiency for Interim Tests. Teachers will implement lessons from Discovery Education.

Action Step 1

Review teacher made assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness through the Plan-Do-Study Act.

Person or Persons Responsible

Leadership Team and MTSS/Rtl

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Made Tests, District Interim Data Reports, and Student Work.

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Review teacher made assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness through the Plan-Do-Study Act.

Person or Persons Responsible

Leadership Team and MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Made Tests, District Interim Data Reports, and Student Work.

Plan to Monitor Effectiveness of G3.B1.S2

Review teacher made assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness through the Plan-Do-Study Act.

Person or Persons Responsible

Leadership Team and MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Made Tests, District Interim Data Reports, and Student Work.

G3.B2 Based on the results of the 2013 FCAT 2.0 Math Assessment, 35% of our students achieved a Level 3 proficiency. Our goal for the 2013-2014 school year, is to increase Level 3 student proficiency by 1 percentage point to 36%. Students scoring a level 3 in the FCAT 2.0 will demonstrate awareness in the Reporting Category of Geometry.

G3.B2.S1 Teachers will provide an opportunity for students to engage in mathematical discourse and problem solving activities through the use of cooperative student learning teams. Teachers will also provide grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area. The activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. In addition, teachers in 3-5 will use the Goal Setting Document to analyze Benchmark Proficiency for Interim Tests. Teachers will implement lessons from Discovery Education.

Action Step 1

Common Core for Math

Person or Persons Responsible

Teachers K-5

Target Dates or Schedule

September 25, 2013

Evidence of Completion

Facilitator evaluation and follow-up activity.

Facilitator:

Math Liason

Participants:

Teachers K-5

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

Review teacher made assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness through the Plan-Do-Study-Act.

Person or Persons Responsible

Leadership Team and MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Made Tests, District Interim Data Reports, and Student Work.

Plan to Monitor Effectiveness of G3.B2.S1

Review teacher made assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness through the Plan-Do-Study-Act.

Person or Persons Responsible

Leadership Team and MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Made Tests, District Interim Data Reports, and Student Work.

G3.B3 Based on the results of the 2013 FCAT 2.0 Math Assessment, 77% of our ED students achieved a Level 3 and above proficiency. Our goal for the 2013-2014 school year, is to increase Level 3 and above student proficiency by 2 percentage points to 79 %.

G3.B3.S2 Teachers will utilize manipulatives for hands-on activities to introduce concepts through discovery as well as demonstrate understanding. In addition, teachers will foster the use of the meaning of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. In addition, teachers in 3-5 will use the Goal Setting Document to analyze Benchmark Proficiency for Interim Tests. Teachers will implement lessons from Discovery Education.

Action Step 1

Review teacher made assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of the strategies through the Plan-Do-Study Act.

Person or Persons Responsible

Leadership Team and MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Made Tests, District Interim Data Reports, and Student Work.

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

Review teacher made assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of the strategies through the Plan-Do-Study Act.

Person or Persons Responsible

Leadership Team and MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Made Tests, District Interim Data Reports, and Student Work.

Plan to Monitor Effectiveness of G3.B3.S2

Review teacher made assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of the strategies through the Plan-Do-Study Act.

Person or Persons Responsible

Leadership Team and MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Made Tests, District Interim Data Reports, and Student Work.

G3.B4 Based on the results of the 2013 FCAT 2.0 Math Assessment, 52% of our students made learning gains. Our goal for the 2013-2014 school year, is to increase learning gains by 5 percentage points to 57%. Students making learning gains will demonstrate awareness in the Reporting Category of Number Geometry.

G3.B4.S1 Teachers will infuse literacy in the mathematics classroom which includes the use of mathematics terminology embedded throughout each lesson, journals written by students reflecting about the math they learned, interactive “Word Walls” created by the teacher and students in conjunction with each lesson, or books used as a lesson lead-in, guided practice or closure of the lesson. Teachers will incorporate skill groups focusing on the application of concepts. In addition, teachers in 3-5 will use the Goal Setting Document to analyze Benchmark Proficiency for Interim Tests. Teachers will implement lessons from Discovery Education.

Action Step 1

Review teacher made assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of the strategies through the Plan-Do-Study Act.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Made Tests, District Interim Data Reports, and Student Work.

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

Review teacher made assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of the strategies through the Plan-Do-Study Act.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Made Tests, District Interim Data Reports, and Student Work.

Plan to Monitor Effectiveness of G3.B4.S1

Review teacher made assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of the strategies through the Plan-Do-Study Act.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Made Tests, District Interim Data Reports, and Student Work.

G3.B5 Based on the results of the 2013 FCAT 2.0 Math Assessment, 52% of our lowest 25 percentile of students achieved a Level 3 and above proficiency. Our goal for the 2013-2014 school year, is to increase the lowest 25 percentile of students scores by 5 percentage points to 57%.

G3.B5.S1 Teachers will infuse literacy in the mathematics classroom which includes the use of mathematics terminology embedded throughout each lesson, journals written by students reflecting about the math they learned, interactive “Word Walls” created by the teacher and students in conjunction with each lesson, or books used as a lesson lead-in, guided practice or closure of the lesson. Teachers will incorporate skill groups focusing on the application of concepts. In addition, teachers in 3-5 will use the Goal Setting Document to analyze Benchmark Proficiency for Interim Tests. Teachers will implement lessons from Discovery Education.

Action Step 1

Review Teacher made assessments and data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness through the Plan-Do-Study Act.

Person or Persons Responsible

Leadership Team and MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Made Tests, District Interim Data Reports, and Student Work

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

Review Teacher made assessments and data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness through the Plan-Do-Study Act.

Person or Persons Responsible

Leadership Team and MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Made Tests, District Interim Data Reports, and Student Work

Plan to Monitor Effectiveness of G3.B5.S1

Review Teacher made assessments and data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness through the Plan-Do-Study Act.

Person or Persons Responsible

Leadership Team and MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Made Tests, District Interim Data Reports, and Student Work

G4. On the 2013 administration of the FCAT 2.0 Science Assessment, 29% of the fifth grade students achieved a Level 3. For the 2013-2014 school year, the expected level of performance is 32% achieving proficiency.

G4.B1 On the 2013 administration of the FCAT 2.0 Science Assessment, 29% of the fifth grade students achieved a Level 3. For the 2013-2014 school year, the expected level of performance is 32% achieving proficiency.

G4.B1.S1 Ensure that instruction includes teacher demonstrated as well as student centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion. In addition, grade levels will conduct Monthly Lab presentations. Teachers will adhere to the depth and rigor of the Next Generation Sunshine State Standards Pacing Guide provided by the District; Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science; Increase use of Discovery Education; Teachers in 3-5 will use the Goal Setting Document to analyze Benchmark Proficiency for Interim Tests.

Action Step 1

Common Core for Science

Person or Persons Responsible

All Teachers

Target Dates or Schedule

January 29, 2014

Evidence of Completion

Facilitator Evaluation and follow-up activity.

Facilitator:

Science Liaison

Participants:

All Teachers

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

Projects will be reviewed using a rubric to ensure that students are making progress and that adjustments are being made as necessary through the Plan-Do-Study Act.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments, Rubric, and Teacher created tests.

Plan to Monitor Effectiveness of G4.B1.S1

Projects will be reviewed using a rubric to ensure that students are making progress and that adjustments are being made as necessary through the Plan-Do-Study Act.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments, Rubric, and Teacher created tests.

G4.B2 On the 2013 administration of the FCAT 2.0 Science Assessment, 34% of the fifth grade students achieved a Level 4 and above. For the 2013-2014 school year, the expected level of performance is 35% achieving proficiency.

G4.B2.S1 Ensure that instruction includes teacher demonstrated as well as student centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion. In addition, grade levels will conduct Monthly Lab presentations. Teachers will adhere to the depth and rigor of the Next Generation Sunshine State Standards Pacing Guide provided by the District; Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science; Increase use of Discovery Education; Teachers in 3-5 will use the Goal Setting Document to analyze Benchmark Proficiency for Interim Tests.

Action Step 1

Projects will be reviewed using a rubric to ensure that students are making progress and that adjustments are being made as necessary through the Plan-Do-Study Act.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments, Rubric, Teacher Created Tests, Student Work Folders

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

Projects will be reviewed using a rubric to ensure that students are making progress and that adjustments are being made as necessary through the Plan-Do-Study Act.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments, Rubric, Teacher Created Tests, and Student Work Folders

Plan to Monitor Effectiveness of G4.B2.S1

Projects will be reviewed using a rubric to ensure that students are making progress and that adjustments are being made as necessary through the Plan-Do-Study Act.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim assessments, Rubric, Teacher Created Tests, and Student Work Folders

G5. Increase student participation and experiences in STEM related activities.

G5.B1 Increase student participation in STEM related activities. During the 2012-2013 school year we had 23 participants in the Science club. We will increase the number of students involved in the Science Club by 10%, by adding 3 new members.

G5.B1.S1 Increase activities for students to design and develop science, math and engineering projects utilizing technology to increase scientific thinking and the development and implementation of inquiry based activities.

Action Step 1

Projects implemented by Science Club.

Person or Persons Responsible

Leadership Team. Math and Science Club Sponsor.

Target Dates or Schedule

Ongoing

Evidence of Completion

Participation in Science Fair, and Fairchild Challenge.

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

Projects implemented by Science Club.

Person or Persons Responsible

Leadership Team. Math and Science Club Sponsor.

Target Dates or Schedule

Ongoing

Evidence of Completion

Participation in Science Fair, and Fairchild Challenge.

Plan to Monitor Effectiveness of G5.B1.S1

Projects implemented by Science Club.

Person or Persons Responsible

Leadership Team. Math and Science Club Sponsor.

Target Dates or Schedule

Ongoing

Evidence of Completion

Participation in Science Fair, and Fairchild Challenge.

G5.B2 Increase student experiences in STEM related activities by increasing exposure to careers in Science, Technology, Engineering and Mathematics..

G5.B2.S1 Increase activities for students to design and develop science, math and engineering projects utilizing technology to increase scientific thinking and the development and implementation of inquiry based activities.

Action Step 1

Projects implemented by Science Club Sponsor.

Person or Persons Responsible

Leadership Team, Math and Science Club Sponsor

Target Dates or Schedule

Ongoing

Evidence of Completion

Participation in Science Fair, Fairchild Challenge

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

Projects implemented by Science Club Sponsor.

Person or Persons Responsible

Leadership Team, Math and Science Club Sponsor

Target Dates or Schedule

Ongoing

Evidence of Completion

Participation in Science Fair and, Fairchild Challenge

Plan to Monitor Effectiveness of G5.B2.S1

Projects implemented by Science Club Sponsor.

Person or Persons Responsible

Leadership Team, Math and Science Club Sponsor

Target Dates or Schedule

Ongoing

Evidence of Completion

Participation in Science Fair and Fairchild Challenge

G6. Our goal is to decrease the percentage of excessive absences from the current 8% by 1 percentage point to 7%. We will maintain the number of behavioral referrals at 1%. We will maintain the number of referrals leading to suspension at 0%.

G6.B1 Student academic development is correlated to student attendance.

G6.B1.S1 Identify students who accumulate more than five absences.

Action Step 1

Monitor attendance, referral, suspension and student progress reports

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Decrease in absences, referrals, suspensions and students failing core curriculum courses in need of course recovery.

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

Monitors attendance on a daily basis, sending connect-ed message when student is absent.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance rosters and attendance reports.

Plan to Monitor Effectiveness of G6.B1.S1

Monitor attendance, suspension and student progress reports

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance rosters and attendance reports.

G6.B2 Student academic development is correlated to the number of students who receive two or more behavioral referrals, and those students who receive two or more behavioral referrals that lead to suspension.

G6.B2.S1 Utilize the Code of Student Conduct by providing appreciation certificates for compliance through the use of the Elementary SPOT Success Recognition Program. Teachers will utilize the new portal to bookmark the Spot Success Page as their favorite. Reminders to teachers to nominate students on a monthly basis will be sent out by administration. Administrators will announce on a regular basis the SPOT Success winners/nominees.

Action Step 1

Monitor SPOT Success Report by grade level and monitor COGNOS Report on student suspension rate.

Person or Persons Responsible

Administration, MTSS/RtI, Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

SPOT Success Recognition Log and COGNOS Report.

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

Monitor SPOT Success Report by grade level and monitor COGNOS Report on student suspension rate.

Person or Persons Responsible

Administration, MTSS/Rtl, Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

SPOT Success Recognition Log and COGNOS Report.

Plan to Monitor Effectiveness of G6.B2.S1

Monitor SPOT Success Report by grade level and monitor COGNOS Report on student suspension rate.

Person or Persons Responsible

Administration, MTSS/Rtl, Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

SPOT Success Recognition Log and COGNOS Report.

G6.B3 Student academic development and progress is essential in students that are being retained and attendance must be monitored.

G6.B3.S1 Address attendance issues in each grade level.

Action Step 1

Monitors attendance on a daily basis sending a Connect-Ed message when student is absent.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Decrease in absences.

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

Monitors attendance on a daily basis sending a Connect-Ed message when student is absent.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Decrease in absences

Plan to Monitor Effectiveness of G6.B3.S1

Monitors attendance on a daily basis sending a Connect-Ed message when student is absent.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Decrease in absences.

G6.B4 Student academic development and progress is essential in students that are not proficient in reading by grade 3 and attendance must be monitored. .

G6.B4.S1 Address attendance issues in each grade level.

Action Step 1

Monitors attendance on a daily basis sending a Connect-Ed message when student is absent.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Decrease in absences.

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

Monitors attendance on a daily basis sending a Connect-Ed message when student is absent.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Decrease in absences.

Plan to Monitor Effectiveness of G6.B4.S1

Monitors attendance on a daily basis sending a Connect-Ed message when student is absent.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Decrease in absences.

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

Royal Palm Elementary provides services to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring that staff development needs are provided for. Our Reading Coach develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The Reading Coach identifies systematic patterns of student needs while working with the administration and district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children considered “at risk”; assist 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. Other components that are integrated into the school wide program include an extensive Parent(s) Programs and Supplemental Educational Services. At Royal Palm Elementary, parents participate in the design of their school’s Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, neglected and delinquent students.

Title I, Part C- Migrant

Although Royal Palm Elementary currently does not have a migrant population, it will provide services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs in an effort to conduct a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are being met.

Title I, Part D

NA

Title II

Royal Palm Elementary uses supplemental funds provided by the county in order to improve basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ELL 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

Royal Palm Elementary receives funds from Title III and utilizes the funds to supplement and enhance the programs for English Language Learners (ELL) and immigrant students. The monies are used to implement and/or provide:

- tutorial programs
- parent outreach activities

- behavioral/mental counseling services
- professional development on best practices, as well as coaching and mentoring for ELL and content area teachers
- reading and supplementary instructional materials
- hardware and software for the development of language and literacy skills in reading, mathematics, and science.

Title VI, Part B – NA

Title X- Homeless

Although Royal Palm Elementary has no Homeless population at the moment, the district offers the Homeless Assistance Program to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth 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 Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. Project Upstart provides a homeless sensitivity, awareness campaign to all the schools. Each school is provided a video and curriculum manual, with an annual contest sponsored by the Homeless Trust, a community organization. Project Upstart provides tutoring and counseling to twelve homeless shelters in the community. The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. Royal Palm Elementary has identified the school counselor to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Royal Palm Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Royal Palm Elementary offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.

Nutrition Programs

- 1) Royal Palm Elementary 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- NA

Adult Education- NA

Career and Technical Education- NA

Job Training- NA

Other

Parental

As a Title I school, Royal Palm Elementary strives to involve parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center, located in our Media Center, in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

In addition, Royal Palm Elementary increases parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities

necessary in order to comply with dissemination and reporting requirements. Our Community Involvement Specialist as well as our Title I Liaison work together to target 100% of the school population. Moreover, the school conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules as part of our goal to empower parents and build their capacity for involvement. Due to the input of these surveys, the school varies the times of workshops and meetings in an effort to give all parents the opportunity to attend and become involved. Royal Palm Elementary has a Community Involvement Specialist that completes Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-12) and the Title I Parental Involvement Monthly Activities Report (FM-6913 06-12), and submits to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Based on the results of the 2013 FCAT 2.0 Reading Assessment, 74% of our students achieved a Level 3 proficiency or above. Our goal for the 2013-2014 school year, is to increase Level 3 and above student proficiency by 1 percentage point to 75%.

G1.B2 Based on the results of the 2013 FCAT 2.0 Reading Assessment, 44% of our students achieved a Level 4 and above Proficiency. Our goal for the 2013-2014 school year, is to increase Level 4 and above student proficiency by 1 percentage point to 45%.

G1.B2.S1 Utilize task cards for Reading. In addition, teachers will use biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. In addition, teachers in 3-5 will use the Goal Setting Document to analyze Benchmark Proficiency for Interim Tests. Teachers will implement lessons from Discovery Education

PD Opportunity 1

Reading Plus 4.0; new features added to program with strategies to incorporate within differentiated instruction.

Facilitator

Monica Andrews

Participants

All Teachers

Target Dates or Schedule

November 8, 2013

Evidence of Completion

Facilitator evaluation and follow-up activities.

G2. The 2013 FCAT 2.0 Writing Assessment indicates that 80% of the fourth grade students achieved a level 3.5 or higher. The school expects to increase the level of performance during the 2013-2014 school year, to 82%.

G2.B1 The 2013 FCAT 2.0 Writing Assessment indicates that 80% of the fourth grade students achieved a level 3.5 or higher. The school expects to increase the level of performance during the 2013-2014 school year, to 82%. Students will increase awareness in mechanics, conventions, spelling, and vocabulary.

G2.B1.S1 Teachers will implement quality writing techniques from the Writing Institute and 6 Traits of Writing in their instruction. Teachers will utilize the Writing Pacing Guide to teach students Expository and Narrative Writing. Primary teachers will increase the correct application of frequently used vocabulary in student writing. Intermediate teachers will use Jeff Anderson's Mechanically Inclined to address issues in mechanics and conventions. All classroom teachers will utilize McGraw Hill reading series.

PD Opportunity 1

Common Core for Writing

Facilitator

Kathy Bumgardner

Participants

All Teachers

Target Dates or Schedule

February 7, 2014

Evidence of Completion

Instructor Evaluation and completion of follow-up assignment.

G3. Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 82% of our students achieved a Level 3 Proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 1 percentage point to 83%.

G3.B2 Based on the results of the 2013 FCAT 2.0 Math Assessment, 35% of our students achieved a Level 3 proficiency. Our goal for the 2013-2014 school year, is to increase Level 3 student proficiency by 1 percentage point to 36%. Students scoring a level 3 in the FCAT 2.0 will demonstrate awareness in the Reporting Category of Geometry.

G3.B2.S1 Teachers will provide an opportunity for students to engage in mathematical discourse and problem solving activities through the use of cooperative student learning teams. Teachers will also provide grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area. The activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. In addition, teachers in 3-5 will use the Goal Setting Document to analyze Benchmark Proficiency for Interim Tests. Teachers will implement lessons from Discovery Education.

PD Opportunity 1

Common Core for Math

Facilitator

Math Liason

Participants

Teachers K-5

Target Dates or Schedule

September 25, 2013

Evidence of Completion

Facilitator evaluation and follow-up activity.

G4. On the 2013 administration of the FCAT 2.0 Science Assessment, 29% of the fifth grade students achieved a Level 3. For the 2013-2014 school year, the expected level of performance is 32% achieving proficiency.

G4.B1 On the 2013 administration of the FCAT 2.0 Science Assessment, 29% of the fifth grade students achieved a Level 3. For the 2013-2014 school year, the expected level of performance is 32% achieving proficiency.

G4.B1.S1 Ensure that instruction includes teacher demonstrated as well as student centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion. In addition, grade levels will conduct Monthly Lab presentations. Teachers will adhere to the depth and rigor of the Next Generation Sunshine State Standards Pacing Guide provided by the District; Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science; Increase use of Discovery Education; Teachers in 3-5 will use the Goal Setting Document to analyze Benchmark Proficiency for Interim Tests.

PD Opportunity 1

Common Core for Science

Facilitator

Science Liaison

Participants

All Teachers

Target Dates or Schedule

January 29, 2014

Evidence of Completion

Facilitator Evaluation and follow-up activity.

Appendix 2: Budget to Support School Improvement Goals