2013-2014 SCHOOL IMPROVEMENT PLAN

Doral Academy

2450 NW 97TH AVE
Doral, FL 33172
305-597-9999
http://doralacademy.dadeschools.net

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	No	39%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	Yes	94%

School Grades History

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School
Doral Academy

Principal
Eleonora Cuesta

School Advisory Council chair
Jeanette Melian

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

Name	Title
Eleonora Cuesta	Principal
Elizabeth Simon	Assistant Principal
Anna Perez	Lead Teacher
Jeanette Melian	Reading Coach
Ariannie Machado	ESE Specialist

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

Board of Directors – 1, Principal – 1, Teachers – 5, Alternate Teachers – 2, Parents – 5, Alternate Parent – 1, Educational Support – 1, Student – 1, Alternate Student – 1, Business/Community Representative - 2

Involvement of the SAC in the development of the SIP

The SAC is an integral part of the development of the School Improvement Plan. The SAC shall Implement the state system of school improvement and accountability, to assist in the preparation and evaluation of the School Improvement Plan, and to assist in the preparation of the school's annual budget. At each quarterly meeting, data is reviewed and presented. Teams discuss strategies to implement and adjustments are made if necessary. Input is received from stakeholders of the SAC as it pertains to changes in the School Improvement Plan for the following year.

Activities of the SAC for the upcoming school year

The School Advisory Council will meet four times a year to discuss school-wide activities, use of EESAC funds, assessment data, response to intervention, and the School Improvement Plan.

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

The School Advisory Committee has a budget of $5,700 dollars for the 2013-2014 school year. The monies will be spent on School-wide Incentives for Behavior $1,900, Character Traits Award Certificates, $150, Reading Plus Incentives $255, FCAT Fun Day $395, Reading Plus Field Trip $1,500 and FCAT Saturday School Field Trip, $1,500.

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

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

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

Administrators

# of administrators
2

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

Administrator Information:

Eleonora Cuesta		
Principal	Years as Administrator: 9	Years at Current School: 6
Credentials	Bachelor's in Art Ed., Master's in Ed. Leadership, Certified in Art Education K-12 and Educational Leadership	
Performance Record	2013 School Grade A Rdg. Proficiency 81% Math Proficiency, 80% Rdg. Lrg. Gains, 72 points Math Lrg. Gains, 64 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 50 points Rdg. AMO – 85 Math AMO– 87 2012 School Grade A Rdg. Proficiency, 83% Math Proficiency, 83% Rdg. Lrg. Gains, 79 points Math Lrg. Gains, 80 points Rdg. Imp. of Lowest 25% - _ _78 points Math Imp. of Lowest 25% - 71 points Rdg. AMO – 83 Math AMO– 86 2011 School Grade A AYP 100% High Standards Reading 91% High Standards Math 93% Learning Gains Reading 76% Learning Gains Math 76% Gains Reading 25% 69% Gains Math 25% 81% 2010 School Grade A AYP 100% High Standards Reading 89% High Standards Math 93% Learning Gains Reading 79% Learning Gains Math 67% Gains Reading 25% 71% Gains Math 25% 67% 2009 School Grade A AYP 100%	

High Standards Reading 87%
High Standards Math 90%
Learning Gains Reading 83%
Learning Gains Math 78%
Gains Reading 25% 71%
Gains Math 25% 70%

Elizabeth Simon		
Asst Principal	Years as Administrator: 6	Years at Current School: 6

Credentials	Bachelor's in Elementary Ed, Master's in Reading Ed, Specialist in Educational Leadership, ESOL and Gifted Endorsed.
Performance Record	2013 School Grade A Rdg. Proficiency, 81% Math Proficiency, 80% Rdg. Lrg. Gains, 72 points Math Lrg. Gains, 64 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 50 points Rdg. AMO 85 Math AMO– 87 2012 School Grade A Rdg. Proficiency, 83% Math Proficiency, 83% Rdg. Lrg. Gains, 79 points Math Lrg. Gains, 80 points Rdg. Imp. of Lowest 25% - __ 78 points Math Imp. of Lowest 25% - 71 points Rdg. AMO 83 Math AMO– 86 2011 School Grade A AYP 100% High Standards Reading 91% High Standards Math 93% Learning Gains Reading 76% Learning Gains Math 76% Gains Reading 25% 69% Gains Math 25% 81% 2010 School Grade A AYP 100% High Standards Reading 89% High Standards Math 93% Learning Gains Reading 79% Learning Gains Math 67% Gains Reading 25% 71% Gains Math 25% 67% 2009 School Grade A AYP 100% High Standards Reading 87% High Standards Math 90% Learning Gains Reading 83% Learning Gains Math 78%

Gains Reading 25% 71%
Gains Math 25% 70%

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Jeanette Melian		
Full-time / District-based	Years as Coach: 8	Years at Current School: 8
Areas	Reading/Literacy	
Credentials	Bachelor's Elem. Ed, Master's Elem. Ed., Certification Ed. Leadership	
Performance Record	2013 School Grade A Rdg. Proficiency 81% Math Proficiency, 80% Rdg. Lrg. Gains, 72 points Math Lrg. Gains, 64 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 50 points Rdg. AMO – 85 Math AMO– 87 2012 School Grade A Rdg. Proficiency, 83% Math Proficiency, 83% Rdg. Lrg. Gains, 79 points Math Lrg. Gains, 80 points Rdg. Imp. of Lowest 25% - _ _78 points Math Imp. of Lowest 25% - 71 points Rdg. AMO – 83 Math AMO– 86 2011 School Grade A AYP 100% High Standards Reading 91% High Standards Math 93% Learning Gains Reading 76% Learning Gains Math 76% Gains Reading 25% 69% Gains Math 25% 81% 2010 School Grade A AYP 100% High Standards Reading 89% High Standards Math 93% Learning Gains Reading 79% Learning Gains Math 67% Gains Reading 25% 71% Gains Math 25% 67% 2009 School Grade A AYP 100% High Standards Reading 87% High Standards Math 90% Learning Gains Reading 83%	

Learning Gains Math 78%
Gains Reading 25% 71%
Gains Math 25% 70%

Classroom Teachers

# of classroom teachers
36

 # receiving effective rating or higher
35, 97%

 # Highly Qualified Teachers
86%

 # certified in-field
35, 97%

 # ESOL endorsed
33, 92%

 # reading endorsed
4, 11%

 # with advanced degrees
13, 36%

 # National Board Certified
0, 0%

 # first-year teachers
3, 8%

 # with 1-5 years of experience
12, 33%

 # with 6-14 years of experience
24, 67%

 # with 15 or more years of experience
0, 0%

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

The strategies used at Doral Academy Elementary to recruit teachers are as follows:
The Assistant Principal oversees the recruitment process at the school.
1. Advertise positions
2. Hiring process requires candidates to interview with two interview panels.
3. Assign mentor teachers
4. Assign grade level chairs
The strategies used by Doral Academy Elementary for teacher retention are as follows:

1. Involve teachers in decision making process through Leadership teams.
2. Provide multiple opportunities for in-house and outside professional development.
3. Provide opportunities for growth and advancement.
4. Give employees quantitative and qualitative feedback on performance.
5. Provide compensation for teachers who take on additional opportunities at the school level.

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

The mentoring plan at Doral Academy Elementary is one that provides several layers of support to new teachers. Each new teacher is assigned a highly qualified mentor teacher who will work closely with them throughout the year.
Additionally, the Lead Teacher and Reading Coach will provide assistance and feedback to new teachers through informal classroom walk-throughs observations and through monthly mentoring meetings each focusing on a different topic.
Mentor: Angie Del Portillo Mentee: Natalie Soto
Rational for Pairing:
Ms. Angela Del Portillo holds a Bachelor's degree in Elementary Education. She has been teaching Kindergarten for the past 12 years.
Ms. Soto is a first year teacher in Kindergarten and has her Bachelor's in Elementary Education.
Planned Mentoring Activities:
Mentor will observe one lesson a month in the mentee's classroom and will give her feedback accordingly. Mentor and mentee will collaborate for lesson planning. Mentee will observe other experienced teachers from the staff as determined by the mentor and will debrief about her observations with the mentor. Mentor and mentee will meet on an ongoing basis for support and guidance.
Mentor: Vivian Hernandez Mentee: Jessica Sanchez
Rational for Pairing:
Ms. Vivian Hernandez holds a Bachelor's and a Master's degree in Elementary Education. She has been teaching first grade for the past 13 years. Ms. Hernandez has served as grade level chair several times throughout her career.
Ms. Sanchez is a first year teacher in first grade and has her Bachelor's degree in Elementary Education.
Planned Mentoring Activities:
Mentor will observe one lesson a month in the mentee's classroom and will give her feedback accordingly. Mentor and mentee will collaborate for lesson planning. Mentee will observe other experienced teachers from the staff as determined by the mentor and will debrief about her observations with the mentor. Mentor and mentee will meet on an ongoing basis for support and guidance.
Mentor: Nilda Bermudez Mentee: Vanessa Phillips
Rational for Pairing:
Ms. Nilda Bermudez has been a second grade teachers for the past 6 years. She holds a Bachelor's degree in Elementary Education and has served as grade level chair several times throughout her career.
Ms. Phillips is a first year teacher in second grade and has her Bachelor's degree in Elementary Education.
Planned Mentoring Activities:
Mentor will observe one lesson a month in the mentee's classroom and will give her feedback accordingly. Mentor and mentee will collaborate for lesson planning. Mentee will observe other experienced teachers from the staff as determined by the mentor and will debrief about her

observations with the mentor. Mentor and mentee will meet on an ongoing basis for support and guidance.

Mentor: Nilda Bermudez Mentee: Rebecca Sanchez

Rational for Pairing:

Ms. Nilda Bermudez has been a second grade teachers for the past 6 years. She holds a Bachelor's degree in Elementary Education and has served as grade level chair several times throughout her career.

Ms. Sanchez is a first year teacher in second grade and has her Bachelor's degree in Elementary Education.

Planned Mentoring Activities:

Mentor will observe one lesson a month in the mentee's classroom and will give her feedback accordingly. Mentor and mentee will collaborate for lesson planning. Mentee will observe other experienced teachers from the staff as determined by the mentor and will debrief about her observations with the mentor. Mentor and mentee will meet on an ongoing basis for support and guidance.

Mentor: Nilda Bermudez Mentee: Grisel Vega

Rational for Pairing:

Ms. Nilda Bermudez has been a second grade teachers for the past 6 years. She holds a Bachelor's degree in Elementary Education and has served as grade level chair several times throughout her career.

Ms. Vega is a first year teacher in second grade and has her Bachelor's degree in Elementary Education.

Planned Mentoring Activities:

Mentor will observe one lesson a month in the mentee's classroom and will give her feedback accordingly. Mentor and mentee will collaborate for lesson planning. Mentee will observe other experienced teachers from the staff as determined by the mentor and will debrief about her observations with the mentor. Mentor and mentee will meet on an ongoing basis for support and guidance.

Mentor: Lilian Rodriguez Mentee: Diana Rojas

Rational for Pairing:

Ms. Rodriguez has been a teacher for the past 10 years. She has served as a 4th grade teacher for 6 years. Ms. Rodriguez has a Bachelor's degree in Elementary Education.

Ms. Rojas is a first year teacher in 4th grade and has a Bachelor's and a Master's degree in Elementary Education.

Planned Mentoring Activities:

Mentor will observe one lesson a month in the mentee's classroom and will give her feedback accordingly. Mentor and mentee will collaborate for lesson planning. Mentee will observe other experienced teachers from the staff as determined by the mentor and will debrief about her observations with the mentor. Mentor and mentee will meet on an ongoing basis for support and guidance.

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

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

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

The MTSS RTI team's role at Doral Academy is to impact student achievement, school safety, school culture, literacy, attendance, student social and emotional well-being, and prevention of student failure through early intervention. The MTSS RTI Leadership team will meet monthly in order to systematically analyze available student academic and behavior data and allocate resources to improve student

learning. Throughout the data analysis process, the MTSS RTI Team examines the validity and effectiveness of the program delivery. During MTSS RTI meetings a problem solving method is implemented in order to identify discrepancies between current and expected performance in each grade level. Once a deficient area is identified, a goal is established to determine the expected growth during the next 4-8 weeks. During this time period, ongoing progress monitoring will take place to monitor the effectiveness of the strategies put into place. At the end of the 4-8 weeks, the MTSS RTI will reconvene in order to evaluate the results of the intervention and make adjustments in the instructional model as needed. The team will discuss interventions being implemented by teachers as well as strategies being used to strengthen weak content clusters. Interim Assessment data and trend information will be used to monitor successful implementation of the School Improvement Plan. Additionally, the team will discuss students that are at risk and below grade level and provide remediation strategies with fidelity. The team will evaluate school-wide professional development plans and training opportunities to enhance teaching and learning.

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

Eleonora Cuesta, Principal: The Principal provides a common vision for the use of data-based decision-making. The Principal ensures that the school based team is implementing MTSS RtI, intervention support and documentation, and adequate professional development to
support MTSS RtI. The Principal oversees the administration of MTSS RtI skills of school staff, and communicates with parents regarding school-based MTSS RtI plans and activities.
Elizabeth Simon, Assistant Principal: Assists the Principal in carrying out the vision/mission and the implementation of MTSS RtI.
Lily Rodriguez, 4th Grade Chair
Stella Barnes, 3rd Grade Teacher
Vivian Hernandez, 1st Grade Teacher
Offer data about general subject instruction and partake in the collection of student data while employing intervention strategies.
Ariannie Machado, ESE Program Specialist: Works in partnership with the general education teachers and provides teachers with intervention strategies and materials. Attends meetings and relays pertinent information to the MTSS RtI team. Collects and analyzes data from Interim Assessments in order to plan intervention strategies for low performing students. Provides, designs, and participates in professional development opportunities in accordance with specific needs.
Anna Perez, Lead Teacher and Jeanette Melian, Reading Coach: Provides data to the MTSS RtI Team based on state, district and school-wide based assessments.
Maria Jimenez, School Counselor: Serves as a liaison between the families and the school to continuously support the student's social, emotional, and educational needs.

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

The school MTSS RTI team works collaboratively with the EESAC, the LLT and other stakeholders to develop the SIP. The MTSS RtI Team will monitor the fidelity of the interventions and delivery of instructional methods. It consists of problem identification, problem analysis, goal setting, fidelity of implementation and evaluation. The MTSS RTI team contributes to the development of the SIP through the provision of levels of support and interventions for students based on data. This on-going process involves the active participation of each MTSS RTI team member and other schools stakeholders.

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

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

School data will be used to guide the MTSS RtI and instructional decision making process. At each Tier level there will be consistent and ongoing evaluation to monitor student growth. As data becomes available through the different data management systems, the administration will be conducting data chats with teachers. Teachers will conduct data chats with students and with parents. The following Academic monitoring and management systems will be used throughout the year. Reading: The Baseline Assessment and District Interim Assessment data which is managed through Edusoft, will be used to guide instructional decisions. F.A.I.R. Assessment, managed through PMRN, will provide data for Kindergarten through 3rd grade and Level 1 and 2 students in 4th and 5th grades. Success Maker utilization and detailed Progress Reports, Voyager Bi-Weekly Progress Monitoring reports and data, along with Oral Fluency Measures, will drive decisions regarding student performance at each Tier. The Voyager data is managed by the Reading Coach with the assistance of the Voyager intervention specialists The data from the Kindergarten Diagnostic Entrance Exam is managed by the school administration and used to identify strengths and weaknesses among the incoming kindergarten population. FCAT data is provided by the state and widely used to steer instructional decisions school wide as it pertains to grades 3rd to 5th. Classroom performance is monitored through ongoing student assessments administered by the classroom teacher.

Mathematics: The Baseline Assessment data and District Interim Assessment data is managed through Edusoft. Classroom performance is monitored through ongoing student assessments administered by the classroom teacher.

Science: Science data is gathered through hands-on inquiry-based activities (labs) that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design on a weekly basis. Assessments are based on experiments and on the topic learned that week. This data is managed by each teacher and discussed at grade level meetings with the Reading Coach and Administration. Classroom performance is monitored through ongoing student assessments administered by the classroom teacher.

Writing: The writing process and student growth are monitored by the classroom teacher on a weekly basis through individual student conferencing about their writing. A cumulative writing portfolio is maintained for each student in order to monitor individual growth. The Reading Coach and the school administration supervise this process and provide support as needed. Monthly Writing Prompts are administered and the data collected is used to make instructional adjustments. The FCAT writing data provided by the state for students in 4th grade is widely used to steer instructional decisions.

Behavior: Student behavior is managed at the classroom level through the teacher established behavior management system. Students with severe behavior issues are referred to the school counselor for interventions. If the behavior persists, the case is referred to the SST team for closer analysis and goals are set via a FAB/BIP. The parent/guardian is involved in every step of this process. The school counselor works closely with the classroom teacher in monitoring and modeling appropriate behavior. Student Case Management System (SCAMS) and Detention/Suspension Logs are official forms used to document and monitor student behavior.

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

The MTSS RtI team will evaluate the staff's professional development needs and work in conjunction with the Administration and Reading Coach to facilitate the provision of professional development opportunities for teachers at the school level. In addition, Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training. Further training on how to systematically monitor progress, graph and use data will be provided by the Reading Coach and ESE Program Specialist to assist teachers in prescribing the right intensity of intervention at the classroom level.

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: 1,080

The Doral Academy Math Morning Tutoring Program meets twice a week for 30 minutes. The program targets the lowest 25th percentile students in 3rd – 5th grade and runs for 12 weeks during the school year.
The 4th grade Writer's Workshop meets once a week on Wednesday afternoons for an hour for 6 weeks.

Strategy Purpose(s)

- Instruction in core academic subjects

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

The data collected is analyzed by the teacher instructing the program. Based on the results of student classwork and assessments given during the course of the program, adjustments to instruction are made as needed in consultation with the Reading Coach and administrators.

Who is responsible for monitoring implementation of this strategy?

Reading Coach and Administrators

Strategy: Weekend Program

Minutes added to school year: 420

The Saturday Academy meets once a week on Saturdays for seven weeks. Students receive focused FCAT strategy lessons in the areas of Reading, Math, Writing (4th grade only) and Science (5th grade only).

Strategy Purpose(s)

- Instruction in core academic subjects

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

The data collected is analyzed by the teacher instructing the program. Based on the results of student classwork and assessments given during the course of the program, adjustments to instruction are made as needed in consultation with the Reading Coach and administrators.

Who is responsible for monitoring implementation of this strategy?

Reading Coach and Administrators

Literacy Leadership Team (LLT)

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

Name	Title
Eleonora Cuesta	Principal
Elizabeth Simon	Assistant Principal
Jeanette Melian	Reading Coach
Anna Perez	Lead Teacher
Ariannie Machado	ESE Program Specialist
Anilec Pombo	Kindergarten Teacher

How the school-based LLT functions

The LLT team's role at Doral Academy is to impact student achievement through the ongoing promotion of literacy related school activities. LLT meetings take place quarterly in order to systematically analyze assessment data and allocate resources to improve student learning. Throughout the data analysis process, the LLT Team examines the strengths and weaknesses and creates a plan on how to remediate, enrich and provide interventions. During LLT meetings a problem solving method is implemented in order to identify discrepancies between current and expected performance in each grade level. Grade level team member provide input and make recommendations on the data available. The LLT reconvenes the following month in order to evaluate the results of the intervention and make adjustments as needed. The LLT team's role at Doral Academy is to impact student achievement through the ongoing promotion of literacy related school activities. LLT meetings take place quarterly in order to systematically analyze assessment data and allocate resources to improve student learning. Throughout the data analysis process, the LLT Team examines the strengths and weaknesses and creates a plan on how to remediate, enrich and provide interventions. During LLT meetings a problem solving method is implemented in order to identify discrepancies between current and expected performance in each grade level. Grade level team member provide input and make recommendations on the data available. The LLT reconvenes the following month in order to evaluate the results of the intervention and make adjustments as needed. The LLT team's role at Doral Academy is to impact student achievement through the ongoing promotion of literacy related school activities. LLT meetings take place quarterly in order to systematically analyze assessment data and allocate resources to improve student learning. Throughout the data analysis process, the LLT Team examines the strengths and weaknesses and creates a plan on how to remediate, enrich and provide interventions. During LLT meetings a problem solving method is implemented in order to identify discrepancies between current and expected performance in each grade level. Grade level team member provide input and make recommendations on the data available. The LLT reconvenes the following month in order to evaluate the results of the intervention and make adjustments as needed.

Major initiatives of the LLT

The major initiatives supported and implemented by this team include implementation of the CRRP, Common Core Curriculum, and the MTSS RtI problem solving process. The LLT will focus on assisting teachers with making clear connections between assessment data and targeted differentiated instruction as well as increasing the rigor of instruction.
In addition, the LLC will promote the continued implementation of Reading initiatives such as Reading Plus and Accelerated Reader that are created to motivate students to read as well as to promote literacy throughout the school.

Every Teacher Contributes to Reading Instruction

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

All teachers, regardless of subject area taught, incorporate Reading strategies and activities into their lessons. Teachers have the FCAT and SAT questioning task cards as part of their lesson plan binder to ensure that they are planning their lessons incorporating the strategies used in Reading. Additionally, opportunities are afforded to special area teachers to attend Professional Development workshops in the area of Reading.

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

Preschoolers are screened during the summer months for Kindergarten readiness to determine the specific skills and knowledge of students. Low-performing students are targeted and enrolled in the Voyager Reading Intervention Program. Parents attend an Open House in August where they are presented with an overview of the Kindergarten program, support provided by the school and teacher as well as a packet that describes ways they can assist their child make the transition into Kindergarten.

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	83%	81%	No	85%
American Indian				
Asian				
Black/African American				
Hispanic	83%	80%	No	84%
White	89%	93%	Yes	90%
English language learners	73%	69%	No	75%
Students with disabilities	33%	42%	Yes	39%
Economically disadvantaged	84%	78%	No	86%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	118	27%	28%
Students scoring at or above Achievement Level 4	229	53%	54%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		72%	75%
Students in lowest 25% making learning gains (FCAT 2.0)		68%	71%

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)	165	60%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	107	39%	45%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	81	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	97	65%	69%
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	86%	80%	No	87%
American Indian				
Asian				
Black/African American				
Hispanic	86%	80%	No	87%
White	88%	84%	No	89%
English language learners	80%	75%	No	82%
Students with disabilities	33%	32%	No	39%
Economically disadvantaged	85%	76%	No	87%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	112	26%	27%
Students scoring at or above Achievement Level 4	231	54%	55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		64%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		50%	55%

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	49	32%	33%
Students scoring at or above Achievement Level 4	73	48%	49%

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)	40		23
Participation in STEM-related experiences provided for students	933	99%	99%

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	16	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	18	2%	1%
Students who are not proficient in reading by third grade	20	16%	14%
Students who receive two or more behavior referrals	33	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	1%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

The parental involvement targets are to increase parental participation in school related events throughout the year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
• number of parent engagement opportunities offered in the school year	30	16%	17%
• average number of parents in attendance at parent engagement opportunities	37	3%	4%
• percent of parents who participated in parent engagement opportunities	917	94%	95%
• percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities	71	87%	88%

Goals Summary

G1. The goal is to increase the number of students scoring proficient in the 2014 FCAT Reading 2.0 from 81% to 85%.

G2. The goal is to increase the number of student scoring a 3.5 from 65% to 69% in the 2014 administration of the FCAT Writing 2.0.

G3. The goal is to increase the number of students scoring proficient from 80% to 87% in the 2014 administration of the FCAT Mathematics 2.0.

G4. The goal is to increase the number of students scoring a level 3 or higher from 80% to 81% on the 2014 administration of the FCAT Science 2.0.

G5. The number of STEM related experience provided to students during the 2013 school was 40. The goal is to increase the number of STEM related experiences to 45.

G6. Decrease the number of students who miss 10% or more of instruction time from 2% to 1%, behavioral referrals from 4% to 3%, number of students who are not proficient in Reading by grade 3 from 16% to 14%, and number of students retained from 2% to 1%.

G7. The goal is to increase the number of parents who participate in parent engagement opportunities at the school from 95% to 97%.

Goals Detail

G1. The goal is to increase the number of students scoring proficient in the 2014 FCAT Reading 2.0 from 81% to 85%.

Targets Supported

- Reading (FCAT2.0)

Resources Available to Support the Goal

- Reading Coach, Pacing Guides, Mc Graw Hill Wonders Reading Series. ELL Resources from Reading series, Differentiated Reading Libraries, Success Maker.

Targeted Barriers to Achieving the Goal

- 27 percent of students scored an FCAT Level 3 on the 2013 administration of the FCAT Reading 2.0. The area of deficiency was Reporting Category 4 Informational Text/Research Process.

- 53 percent of students scored an FCAT Level 4 or higher on the 2013 administration of the FCAT Reading 2.0. The area of deficiency was Reporting Category 4 Informational Text/ Research Process.

- 72 percent of students made Reading Learning Gains on the 2013 administration of FCAT Reading 2.0. The area of deficiency was Reporting Category 4 Informational Text/Research Process.

- 68 percent of students in the Lowest 25th percentile were proficient on the 2013 administration of the FCAT Reading 2.0. The area of deficiency was Reporting Category 4 Informational Text/ Research Process.

- 39 percent of students were proficient in the area of Reading on the 2013 administration of the CELLA. Students lack the English language and vocabulary in order to be able to analyze the elements of story structure in a literature selection.

- 60 percent of students were proficient in the area of Listening/Speaking on the 2013 administration of the CELLA. Students' language acquisition is being impeded due to native language being only spoken at home.

- 39 percent of students were proficient in the area of Writing on the 2013 administration of the CELLA. Students have difficulty composing grammatically correct sentences that include descriptions and details.

- 80 percent of Hispanic students were proficient on the administration of the 2013 FCAT Reading 2.0. The area of deficiency was Reporting Category 4 Informational Text/Research Process.

- 69 percent of ELL students were proficient on the 2013 administration of the FCAT Reading 2.0. The area of deficiency was Reporting Category 4 Informational Text/Research Process.

- 78 percent of Economically Disadvantaged students were proficient in Reading on the 2013 administration of the FCAT Reading 2.0. The area of deficiency was Reporting Category 4 Informational Text/Research Process.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, review classroom assessments to monitor the progress towards the goal.

Person or Persons Responsible
MTTS RtI Team, Administrators, Reading Coach

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Classroom assessments, Observations by administrators, Results of the 2014 FCAT Reading 2.0.

G2. The goal is to increase the number of student scoring a 3.5 from 65% to 69% in the 2014 administration of the FCAT Writing 2.0.

Targets Supported
- Writing

Resources Available to Support the Goal
- Reading Coach, Writing Pacing Guides, Mentor Texts, Mc Graw Hill Reading Series

Targeted Barriers to Achieving the Goal
- Students need additional practice in creating precision and interest by expressing ideas vividly through varied language techniques using standard language conventions.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, Administrators will monitor monthly writing prompts administered and scored by holistically by teachers using the State Rubric in order to determine areas of weakness and adjust instruction as needed.

Person or Persons Responsible
The Administration, RtI Leadership Team Reading Coach

Target Dates or Schedule:
bi-weekly

Evidence of Completion:
Classroom assessments, Baseline Writing Test, Mid-Year District Writing test, District Writing Posttest, Writing Folders

G3. The goal is to increase the number of students scoring proficient from 80% to 87% in the 2014 administration of the FCAT Mathematics 2.0.

Targets Supported

- Math (Elementary and Middle FCAT 2.0)

Resources Available to Support the Goal

- Mathematics Pacing Guides, math textbook series, computers

Targeted Barriers to Achieving the Goal

- 26 percent of students scored a Level 3. Students area of deficiency is Reporting Category, Number: Base Ten and Fractions.

- 54 percent of students scored a Level 4 or higher. Students area of deficiency is Reporting Category, Number: Base Ten and Fractions.

- 64 percent of students made Learning Gains. Students area of deficiency is Reporting Category, Number: Base Ten and Fractions.

- 50 percent of students in the Lowest 25th percentile were proficient. Students area of deficiency is Reporting Category, Number: Base Ten and Fractions.

- 80 percent of students in the Hispanic sub-group were proficient. Students area of deficiency is Reporting Category, Number: Base Ten and Fractions.

- 84 percent of students in the White sub-group were proficient. Students area of deficiency is Reporting Category, Number: Base Ten and Fractions.

- 75 percent of students in the ELL sub-group were proficient. Students area of deficiency is Reporting Category, Number: Base Ten and Fractions.

- 32 percent of students in the SWD sub-group were proficient. Students area of deficiency is Reporting Category, Number: Base Ten and Fractions.

- 76% of students in the ED sub-group were proficient. Students area of deficiency is Reporting Category, Number: Base Ten and Fractions.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, review the results of classroom assessments focusing on students' performance in Number: Base Ten and Fractions to determine progress towards the goal.

Person or Persons Responsible

Administrators, MTTS/RtI Team

Target Dates or Schedule:

Bi-weekly

Evidence of Completion:

Classroom assessments, Observation by administrators, Baseline Assessment in Math, Interim Assessments in Math, 2014 FCAT 2.0 Mathematics

G4. The goal is to increase the number of students scoring a level 3 or higher from 80% to 81% on the 2014 administration of the FCAT Science 2.0.

Targets Supported
- Science

- Science - Elementary School

Resources Available to Support the Goal
- Science textbook series, Science lab materials

Targeted Barriers to Achieving the Goal
- 32 percent of students scored a Level 3 in Science. The lowest performance area was the Reporting Category: Physical Science.

- 48% percent of students scored a Level 4 or higher in Science. The lowest performance area was the Reporting Category: Physical Science.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, use available Reports to review student performance data on weekly tests and/ or end of unit assessments. Adjustments will be made to instructional strategies as needed. Review and monitoring of classroom assessments/observations of student Science Lab Reports

Person or Persons Responsible
Administrators

Target Dates or Schedule:
bi-weekly

Evidence of Completion:
Classroom assessments, baseline assessment, Interim Assessments, Science Lab Reports 2014 FCAT Science 2.0.

G5. The number of STEM related experience provided to students during the 2013 school was 40. The goal is to increase the number of STEM related experiences to 45.

Targets Supported
- STEM

Resources Available to Support the Goal
- computer lab, laptop computer carts, Science lab materials, Science series, Mathematics series,

Targeted Barriers to Achieving the Goal
- Opportunities for students to participate in STEM related activities are lacking.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, Administrators will use participation in STEM activities such as the Science Fair, SECME competition and Math Brain Bowl to determine the effectiveness of the strategies.

Person or Persons Responsible

Administrators

Target Dates or Schedule:

monthly

Evidence of Completion:

Participation logs and competition results, Results of the 2014 Science and Mathematics FCAT 2.0

G6. Decrease the number of students who miss 10% or more of instruction time from 2% to 1%, behavioral referrals from 4% to 3%, number of students who are not proficient in Reading by grade 3 from 16% to 14%, and number of students retained from 2% to 1%.

Targets Supported

- EWS

Resources Available to Support the Goal

- School Counselor, Catch You Being Good Program, Character Trait Program, Administration, Reading Coach, Mc Graw Hill Reading Series Resources, Success Maker.

Targeted Barriers to Achieving the Goal

- Students' frequent illnesses prevent them from attending school.

- Students are lacking the necessary fluency, vocabulary and comprehension skills necessary to prevent retention in the current grade.

- Students are lacking the necessary fluency, vocabulary and comprehension skills needed to be proficient in Reading by grade three.

- Students do not adequately understand the conduct expected of the as noted in the Code of Student Conduct.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, observe the behavior in the classrooms and the common areas of the school as well monitor the number of student discipline issues are dealt with.

Person or Persons Responsible

MTTS RtI Team, Administrators, counselor

Target Dates or Schedule:

monthly

Evidence of Completion:

Observations by administrators and couselor, student discipline records, suspension records.

G7. The goal is to increase the number of parents who participate in parent engagement opportunities at the school from 95% to 97%.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- PTA meetings, EESAC meetings

Targeted Barriers to Achieving the Goal

- Parents' diverse work schedules during the week make it difficult for them to participate in activities offered during school hours.

Plan to Monitor Progress Toward the Goal

Attendance rosters will be monitored for each event. The enrollment in the Parents in Action (PIA) group will also be monitored.

Person or Persons Responsible

Administration

Target Dates or Schedule:

ongoing

Evidence of Completion:

Attendance rosters for school events and Volunteer Hour Logs

Action Plan for Improvement

Problem Solving Key

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

G1. The goal is to increase the number of students scoring proficient in the 2014 FCAT Reading 2.0 from 81% to 85%.

G1.B1 27 percent of students scored an FCAT Level 3 on the 2013 administration of the FCAT Reading 2.0. The area of deficiency was Reporting Category 4 Informational Text/Research Process.

G1.B1.S1 Students need additional opportunities to practice using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information.

Action Step 1

Continue to implement the Reading Plus program that targets specific strategies in reading and create customized goals for students.

Person or Persons Responsible

Classroom Teachers, Reading Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, Observations by administrators, Reports from Reading Plus, Baseline Assessment, Interim Assessments 2014 Reading FCAT 2.0

Facilitator:

Elena Gordillo and Jeannette Bengochea

Participants:

3rd - 5th grade classroom teachers

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

Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in Informational Text/ Research Process to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

MTTS RtI Team, administrators and Reading Coach

Target Dates or Schedule

bi-weekly

Evidence of Completion

Classroom assessments, Observations by administrators, Reports from Reading Plus, Baseline Assessment, Interim Assessments, 2014 Reading FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in Informational Text/ Research Process to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus.

Person or Persons Responsible

The MTTS RtI Team, administrators and Reading Coach

Target Dates or Schedule

bi-weekly

Evidence of Completion

Classroom assessments, Observations by administrators, Reports from Reading Plus, Baseline Assessment, Interim Assessments, 2014 Reading FCAT 2.0

G1.B2 53 percent of students scored an FCAT Level 4 or higher on the 2013 administration of the FCAT Reading 2.0. The area of deficiency was Reporting Category 4 Informational Text/Research Process.

G1.B2.S1 Provide students with additional opportunities to practice interpreting graphical information (text features) graphics, legends, illustrations, diagrams, charts, keys as well as organizing informational text.

Action Step 1

Practice locating and verifying details in informational text, critically analyzing informational text, and synthesizing details to draw correct conclusions.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom assessments, Observations by teachers, Baseline and Interim Assessments, 2014 Reading FCAT 2.0

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

Following the FCIM model, administrators will review classroom assessments to monitor the fidelity of implementation of strategies.

Person or Persons Responsible

administrators, Reading coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, Baseline and Interim Assessments, 2014 Reading FCAT 2.0

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, administrators will review classroom assessments to monitor the effectiveness of the strategies.

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, observations by administrators and Reading Coach, Baseline and Interim Assessment results, 2014 Reading FCAT 2.0.

G1.B3 72 percent of students made Reading Learning Gains on the 2013 administration of FCAT Reading 2.0. The area of deficiency was Reporting Category 4 Informational Text/Research Process.

G1.B3.S1 Students need additional opportunities for practice with reading and organizing informational text and text features to perform a task.

Action Step 1

Use graphic organizers during whole class and differentiated groups to provide students with a place to organize and visualize the textual information presented.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

weekly

Evidence of Completion

classroom assessments, teacher observations, Interim Assessments results, 2014 Reading FCAT 2.0

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

Following the FCIM model, administrators will review classroom assessments to monitor the fidelity of the implementation of strategies.

Person or Persons Responsible

MTTS RtI Team, Administrators, Reading Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Plan to Monitor Effectiveness of G1.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B4 68 percent of students in the Lowest 25th percentile were proficient on the 2013 administration of the FCAT Reading 2.0. The area of deficiency was Reporting Category 4 Informational Text/Research Process.

G1.B4.S1 Students need additional opportunities to practice using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information.

Action Step 1

Use the Success Maker program to assist students with understand how to read and interpret informational text.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Five days a week, thirty minutes per day.

Evidence of Completion

Reports from Success Maker, classroom assessments and observations.

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

Following the FCIM model, review classroom assessments and Success Maker reports to monitor the fidelity of the implementation of strategies.

Person or Persons Responsible

MTTS RtI Team, Administrators, Reading Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, observations by Administrators, Interim Assessment results, Success Maker Reports, 2014 Reading FCAT 2.0

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, review classroom assessments and Success Maker reports to monitor the effectiveness of strategies.

Person or Persons Responsible

MTTS RtI Team, Administrators, Reading Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, observations by Administrators, Interim Assessment results, Success Maker Reports, 2014 Reading FCAT 2.0

G1.B5 39 percent of students were proficient in the area of Reading on the 2013 administration of the CELLA. Students lack the English language and vocabulary in order to be able to analyze the elements of story structure in a literature selection.

G1.B5.S1 Provide students with additional opportunities to explore with a variety of vocabulary strategies including context clues and vocabulary maps

Action Step 1

Increase the exposure to literature and include Graphic Organizers such as: Story Maps, Character Analysis Map, and summarizing techniques to increase student understanding.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

ongoinging

Evidence of Completion

Classroom assignments, weekly assessments, Teacher observations, 2013 CELLA Reading.

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

Following the FCIM model, administrators will review classroom assessments to monitor the implementation of strategies.

Person or Persons Responsible

MTTS RtI Team, administrators, Reading Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, observations, 2014 CELLA Reading administration.

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM model, administrators will review classroom assessments to monitor the effectiveness of strategies.

Person or Persons Responsible

MTTS RtI Team, administrators, Reading Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, observations, 2014 CELLA Reading administration.

G1.B6 60 percent of students were proficient in the area of Listening/Speaking on the 2013 administration of the CELLA. Students' language acquisition is being impeded due to native language being only spoken at home.

G1.B6.S1 Provide students with additional opportunities to conduct both individual and group oral reports in the classroom.

Action Step 1

Using brief excerpts or passages from text students are reading, have students paraphrase what they have read, accounting for the vocabulary words and concepts that are important.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

ongoing

Evidence of Completion

classroom assessments, teacher observations, student's oral fluency, 2014 CELLA

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

Following the FCIM model, administrators will review classroom assessments to monitor the implementation of strategies.

Person or Persons Responsible

MTTS RtI Team, administrators

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, observations, 2014 CELLA Listening/Speaking administration.

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model, administrators will review classroom assessments to monitor the effectiveness of the strategies.

Person or Persons Responsible

MTTS RtI Team, administrators

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Classroom assessments, observations, 2014 CELLA Listening/Speaking administration.

G1.B7 39 percent of students were proficient in the area of Writing on the 2013 administration of the CELLA. Students have difficulty composing grammatically correct sentences that include descriptions and details.

G1.B7.S1 Provide additional practice in writing sentences that include subject/verb and noun/pronoun agreement in simple and compound sentences.

Action Step 1

Provide students the ongoing opportunity to go through the writing process involving planning, drafting, revising, editing, and publishing.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student writing samples, monthly writing prompts, classroom assessments, 2014 CELLA Writing administration

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

Following the FCIM model, administrators will review classroom assessments to monitor the implementation of strategies.

Person or Persons Responsible

MTTS RtI Team, administrators, Reading Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, observations, 2014 CELLA Reading administration.

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM model, administrators will review classroom assessments to monitor the effectiveness of the strategies.

Person or Persons Responsible

MTTS RtI Team, administrators, Reading Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, observations, 2014 CELLA Reading administration.

G1.B8 80 percent of Hispanic students were proficient on the administration of the 2013 FCAT Reading 2.0. The area of deficiency was Reporting Category 4 Informational Text/Research Process.

G1.B8.S1 Students are in need of additional assistance with fluency, vocabulary and comprehension of Informational Text.

Action Step 1

Provide small group differentiated instruction that includes opportunities to reread a grade level chunk of informational text for fluency, use context clues to determine unknown words and orally retell for comprehension.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

weekly

Evidence of Completion

Classroom Assessments, classroom observations, Results of the Interim Assessments, 2014 FCAT Reading 2.0

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

Following the FCIM model, review classroom assessments to monitor the fidelity of the implementation of strategies.

Person or Persons Responsible

MTTS RtI Team, Administrators, Reading Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, observations by Administrators, Interim Assessment results, 2014 Reading FCAT 2.0

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM model, review classroom assessments to monitor the effectiveness of the implementation of strategies.

Person or Persons Responsible

MTTS RtI Team, Administrators, Reading Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, observations by Administrators, Interim Assessment results 2014 Reading FCAT 2.0

G1.B9 69 percent of ELL students were proficient on the 2013 administration of the FCAT Reading 2.0. The area of deficiency was Reporting Category 4 Informational Text/Research Process.

G1.B9.S1 Students are in need of additional assistance with fluency, vocabulary, and comprehension of Informational Text.

Action Step 1

Provide small group differentiated instruction and model the strategies for active reading such as: highlighting, clarifying vocabulary, making marginal notes and visualizing the information.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom assessments, classroom observations, Interim Assessment results 2014 Reading FCAT 2.0

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

Following the FCIM model, review classroom assessments to monitor the fidelity of the implementation of strategies.

Person or Persons Responsible

MTTS RtI Team, Administrators, Reading Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, observations by Administrators, Interim Assessment results 2014 Reading FCAT 2.0

Plan to Monitor Effectiveness of G1.B9.S1

Following the FCIM model, review classroom assessments to monitor the effectiveness of the implementation of strategies.

Person or Persons Responsible

MTTS RtI Team, Administrators, Reading Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, observations by Administrators, Interim Assessment results 2014 Reading FCAT 2.0

G1.B10 78 percent of Economically Disadvantaged students were proficient in Reading on the 2013 administration of the FCAT Reading 2.0. The area of deficiency was Reporting Category 4 Informational Text/Research Process.

G1.B10.S1 Provide students with additional support and practice determining the Author's Purpose, Inferencing, and Locating the Main Idea.Details in grade level text.

Action Step 1

Use graphic organizers such as: Story Maps, Character Analysis Maps, ans summarizing techniques to increase student understanding in the area of Reading Application.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom assessments, classroom observations, Interim Assessment results 2014 Reading FCAT 2.0.

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

Following the FCIM model, review classroom assessments to monitor the fidelity of the implementation of strategies.

Person or Persons Responsible

MTTS RtI Team, Administrators, Reading Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, observations by Administrators, Interim Assessment results 2014 Reading FCAT 2.0

Plan to Monitor Effectiveness of G1.B10.S1

Following the FCIM model, review classroom assessments to monitor the effectiveness of the implementation of strategies.

Person or Persons Responsible

MTTS RtI Team, Administrators, Reading Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, observations by Administrators, Interim Assessment results 2014 Reading FCAT 2.0

G2. The goal is to increase the number of student scoring a 3.5 from 65% to 69% in the 2014 administration of the FCAT Writing 2.0.

G2.B1 Students need additional practice in creating precision and interest by expressing ideas vividly through varied language techniques using standard language conventions.

G2.B1.S1 Provide students with intensive daily writing debriefing conferences in the lowest 25th percentile.

Action Step 1

Provide students with precise feedback on their essays to assist them with the revision process.

Person or Persons Responsible

classroom teachers, Reading Coach

Target Dates or Schedule

daily

Evidence of Completion

classwork, Writing Prompt essays, 2014 FCAT Writing 2.0

Facilitator:

Katia Lopez

Participants:

classroom teachers, Reading Coach

Action Step 2

Continue to implement the after school, Writer's Workshop to provide students with additional opportunities to participate in mini-lessons and receive feedback on their writing.

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

weekly

Evidence of Completion

Writer's Workshop essays, 2014 FCAT Writing 2.0

Facilitator:

Jeanette Melian

Participants:

4th grade teachers

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

Following the FCIM model, Administrators will monitor monthly writing prompts administered and scored holistically by teachers using the State Rubric in order to determine areas of weakness and adjust instruction as needed.

Person or Persons Responsible

The Administration, RtI Leadership Team Reading Coach will monitor the implementation of the strategies

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom assessments, Baseline Writing Test, Mid-Year District Writing test, District Writing Posttest, Writing Folders, 2014 FCAT Writing 2.0

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, Administrators will monitor monthly writing prompts administered and scored by holistically by teachers using the State Rubric in order to determine areas of weakness and adjust instruction as needed.

Person or Persons Responsible

The Administration, RtI Leadership Team Reading Coach

Target Dates or Schedule

bi-weekly

Evidence of Completion

Classroom assessments, Baseline Writing Test, Mid-Year District Writing test, District Writing Posttest, Writing Folders, 2014 FCAT Writing 2.0

G3. The goal is to increase the number of students scoring proficient from 80% to 87% in the 2014 administration of the FCAT Mathematics 2.0.

G3.B1 26 percent of students scored a Level 3. Students area of deficiency is Reporting Category, Number: Base Ten and Fractions.

G3.B1.S1 Provide students with a variety of opportunities to add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations.

Action Step 1

Create hands on activities and project-based learning that make the connection to real world mathematical problems.

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

ongoing

Evidence of Completion

classroom assessments, weekly assignments, Interim Assessments

Action Step 2

Increase the utilization of manipulatives to introduce concepts thus providing students with the opportunities to extend their critical thinking skills beyond the basic recall of mathematics facts.

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

ongoing

Evidence of Completion

classroom assessments, weekly assignments, Interim Assessments

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

Following the FCIM model, Administrators will review the results of classroom assessments focusing on students' performance in Number: Base Ten and Fractions.

Person or Persons Responsible

Administrators and MTSS RtI Team along with Grade level Chairpersons

Target Dates or Schedule

bi-weekly

Evidence of Completion

Classroom assessments, Observation by administrators, Baseline Assessment in Math, Interim Assessments in Math, 2014 FCAT Mathematics 2.0

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, Administrators will review the results of classroom assessments focusing on students' performance in Number: Base Ten and Fractions.

Person or Persons Responsible

Administrators and MTSS RtI Team along with Grade level Chairpersons

Target Dates or Schedule

bi-weekly

Evidence of Completion

Classroom assessments, Observation by administrators, Baseline Assessment in Math, Interim Assessments in Math, 2014 FCAT 2.0 Mathematics

G3.B2 54 percent of students scored a Level 4 or higher. Students area of deficiency is Reporting Category, Number: Base Ten and Fractions.

G3.B2.S1 Provide students with additional opportunities to verify the reasonableness of number operation results, including in problem situations and explain their findings in writing.

Action Step 1

Create Math Centers to provide students with opportunities to problem solve both independently and in a group.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Classroom Assessments, teacher observations, Math Center worksheets

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

Following the FCIM model, review the results of classroom assessments focusing on students' performance in Number: Base Ten and Fractions to monitor the fidelity of the implementation of the strategies.

Person or Persons Responsible

Administrators and Grade level Chairpersons

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, Observation by administrators, Baseline Assessment in Math, Interim Assessments in Math, 2014 FCAT Mathematics 2.0

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM model, review the results of classroom assessments focusing on students' performance in Number: Base Ten and Fractions to monitor the effectiveness of the strategies implemented.

Person or Persons Responsible

Administrators and Grade level Chairpersons

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, Observation by administrators, Baseline Assessment in Math, Interim Assessments in Math, 2014 FCAT Mathematics 2.0

G3.B3 64 percent of students made Learning Gains. Students area of deficiency is Reporting Category, Number: Base Ten and Fractions.

G3.B3.S1 Provide students with additional opportunities to work in small group Differentiated Instruction that focuses on increasing mathematical fluency and problem solving skills in the areas of relating decimals, fractions, and percents; and comparing and ordering fractions and decimals

Action Step 1

Provide Peer Tutoring Two times per week for thirty minutes.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Two times per week.

Evidence of Completion

Student Work Samples

Action Step 2

Use Reflex Math and Success Maker to provide students additional practice with math facts and mathematical concepts.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Reports from Reflex Math and Success Maker

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

Following the FCIM model, review the results of classroom assessments focusing on students' performance in Number: Base Ten and Fractions.

Person or Persons Responsible

Administrators and MTTS/RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, Observation by administrators, Baseline Assessment in Math, Interim Assessments in Math, 2014 FCAT Mathematics 2.0

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM model, review the results of classroom assessments focusing on students' performance in Number: Base Ten and Fractions.

Person or Persons Responsible

Administrators and MTTS/RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, Observation by administrators, Baseline Assessment in Math, Interim Assessments in Math, 2014 FCAT Mathematics 2.0

G3.B4 50 percent of students in the Lowest 25th percentile were proficient. Students area of deficiency is Reporting Category, Number: Base Ten and Fractions.

G3.B4.S1 Provide students with additional opportunities to use technology in the classroom to to compare and order commonly used fractions and identify an equivalent fraction when the given fraction is in simplest form.

Action Step 1

Provide Math Morning Tutoring two times per week for the students ranking within the lowest 25th percentile that focuses on strategies to develop student understanding of mathematical concepts, recall of mathematics facts, and problem solving.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Two times per week

Evidence of Completion

Student work samples and assessments.

Action Step 2

Use Reflex Math and Success Maker to provide students additional practice with math facts and mathematical concepts.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Reflex Math and Success Maker Reports, classroom assessments and observations

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

Following the FCIM model,review the results of classroom assessments focusing on students' performance in Number: Base Ten and Fractions.

Person or Persons Responsible

Administrators and MTTS/RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, Observation by administrators, Reflex Math Reports, Success Maker Reports, Baseline Assessment in Math, Interim Assessments in Math, 2014 FCAT Mathematics 2.0

Plan to Monitor Effectiveness of G3.B4.S1

Following the FCIM model, review the results of classroom assessments along with the data from Success Maker focusing on students' performance in Number: Base Ten and Fractions to monitor the effectiveness of the strategies implemented.

Person or Persons Responsible

Administrators and MTTS/RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, Observation by administrators, Reflex Math reports, Success Maker reports, Baseline Assessment in Math, Interim Assessments in Math, 2014 FCAT Mathematics 2.0

G3.B5 80 percent of students in the Hispanic sub-group were proficient. Students area of deficiency is Reporting Category, Number: Base Ten and Fractions.

G3.B5.S1 Provide students with additional support in mathematical fluency and problem solving skills in the areas of: multi-digit division and addition and subtraction with fractions, mixed numbers and decimals by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Continue to use Reflex Math and Success Maker to provide students additional practice with math facts and mathematical concepts.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Five days per week for 30 minutes per day.

Evidence of Completion

Reflex Math Reports, Success Maker Reports, Classroom assessments and teacher observations.

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

Following the FCIM model, review the results of classroom assessments focusing on students' performance in Number: Base Ten and Fractions along with reviewing the data from the Reflex Math reports and Success Maker Reports.

Person or Persons Responsible

Administrators and MTSS RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, Observation by administrators, Reflex Math and Success Maker reports, Baseline Assessment in Math, Interim Assessments in Math, 2014 FCAT Mathematics 2.0

Plan to Monitor Effectiveness of G3.B5.S1

Following the FCIM model, review the results of classroom assessments focusing on students' performance in Number: Base Ten and Fractions as well as review the data from the Reflex Math and Success Maker reports.

Person or Persons Responsible

Administrators and MTSS RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, Observation by administrators, Reflex Math and Success Maker reports, Baseline Assessment in Math, Interim Assessments in Math, 2014 FCAT Mathematics 2.0

G3.B6 84 percent of students in the White sub-group were proficient. Students area of deficiency is Reporting Category, Number: Base Ten and Fractions.

G3.B6.S1 Provide additional opportunities for students to develop an understanding of decimals, including the connection between fractions and decimals; and to generate equivalent fractions and simplify fractions.

Action Step 1

Use Reflex Math and Success Maker to provide students additional practice with math facts and mathematical concepts.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Five days per week, thirty minutes per day

Evidence of Completion

Reflex Math reports, Success Maker Reports, Classroom assessments, classroom teacher observations.

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

Following the FCIM model, review the results of classroom assessments focusing on students' performance in Number: Base Ten and Fractions as well as review the data from Reflex Math and Success Maker reports.

Person or Persons Responsible

Administrators and MTSS RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, Observation by administrators, Reflex Math and Success Maker reports, Baseline Assessment in Math, Interim Assessments in Math, 2014 FCAT Mathematics 2.0

Plan to Monitor Effectiveness of G3.B6.S1

Following the FCIM model, review the results of classroom assessments focusing on students' performance in Number: Base Ten and Fractions as well as review the data from Reflex Math and Success Maker reports.

Person or Persons Responsible

Administrators and MTSS RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, Observation by administrators, Reflex Math and Success Maker reports, Baseline Assessment in Math, Interim Assessments in Math, 2014 FCAT Mathematics 2.0

G3.B7 75 percent of students in the ELL sub-group were proficient. Students area of deficiency is Reporting Category, Number: Base Ten and Fractions.

G3.B7.S1 Provide additional opportunities to support mathematical fluency and problem solving skills in the areas of:relating decimals, fractions, and percents; and comparing and ordering fractions and decimals by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Provide small group Differentiated Instruction that focuses on increasing mathematical fluency and problem solving skills in the areas of relating decimals, fractions, and percents; and comparing and ordering fractions and decimals.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

classroom teacher observations, classroom assessments, differentiated group work

Plan to Monitor Fidelity of Implementation of G3.B7.S1

Following the FCIM model, review classroom assessments and conduct classroom walk-throughs to monitor the fidelity of the implementation of strategies.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, Observation by administrators, student work, Baseline Assessment in Math, Interim Assessments in Math, 2014 FCAT Mathematics 2.0

Plan to Monitor Effectiveness of G3.B7.S1

Following the FCIM model, review classroom assessments and conduct classroom walk-throughs to monitor the effectiveness of the strategies.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, Observation by administrators, student work, Baseline Assessment in Math, Interim Assessments in Math, 2014 FCAT Mathematics 2.0

G3.B8 32 percent of students in the SWD sub-group were proficient. Students area of deficiency is Reporting Category, Number: Base Ten and Fractions.

G3.B8.S1 Provide additional support through Differentiated lessons where students can develop an understanding of and fluency with division of whole numbers, with addition and subtraction of fractions and decimals, and describe real-world situations using positive and negative numbers using manipulatives

Action Step 1

Continue to use Reflex Math and Success Maker to provide students additional practice with math facts and mathematical concepts.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

five days per week, thirty minutes per day.

Evidence of Completion

Reflex Math and Success Maker Reports, classroom teacher observations, classroom assessments.

Plan to Monitor Fidelity of Implementation of G3.B8.S1

Following the FCIM model, review the results of classroom assessments, and conduct observations during classroom walk-throughs focusing on students' performance in Number: Base Ten and Fractions.

Person or Persons Responsible

Administrators, MTTS/RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, Observation by administrators, Reflex Math and Success Maker reports, Baseline Assessment in Math, Interim Assessments in Math, 2014 FCAT Mathematics 2.0

Plan to Monitor Effectiveness of G3.B8.S1

Following the FCIM model, review the results of classroom assessments, and conduct observations during classroom walk-throughs focusing on students' performance in Number: Base Ten and Fractions.

Person or Persons Responsible

Administrators, MTTS/RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, Observation by administrators, Reflex Math and Success Maker reports, Baseline Assessment in Math, Interim Assessments in Math, 2014 FCAT Mathematics 2.0

G3.B9 76% of students in the ED sub-group were proficient. Students area of deficiency is Reporting Category, Number: Base Ten and Fractions.

G3.B9.S1 Provide additional support in mathematical fluency and problem solving skills in the areas of: relating decimals, fractions, and percents; and comparing and ordering fractions and decimals by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Provide small group Differentiated Instruction that focuses on increasing mathematical fluency and problem solving skills in the areas of relating decimals, fractions, and percents; and comparing and ordering fractions and decimals.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

classroom teacher observations, individual student work samples, classroom assessments

Plan to Monitor Fidelity of Implementation of G3.B9.S1

Following the FCIM model, review classroom assessments and conduct observation during classroom walk-throughs to monitor the fidelity of the implementation of strategies.

Person or Persons Responsible

Administrators and MTTS/RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, Observation by administrators, student work samples, Baseline Assessment in Math, Interim Assessments in Math, 2014 FCAT Mathematics 2.0

Plan to Monitor Effectiveness of G3.B9.S1

Following the FCIM model, review classroom assessments and conduct observation during classroom walk-throughs to monitor the fidelity of the implementation of strategies.

Person or Persons Responsible

Admionistrators and MTTS/RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, Observation by administrators, student work samples, Baseline Assessment in Math, Interim Assessments in Math, 2014 FCAT Mathematics 2.0

G4. The goal is to increase the number of students scoring a level 3 or higher from 80% to 81% on the 2014 administration of the FCAT Science 2.0.

G4.B1 32 percent of students scored a Level 3 in Science. The lowest performance area was the Reporting Category: Physical Science.

G4.B1.S1 Provide students with additional opportunities to participate in and observe weekly demonstrations that include inquiry based, hands-on activities relevant to the objectives of the topic.

Action Step 1

Provide additional opportunities for real-world Science investigations and research through in-house field trips and exploratory monthly experiments in the Science Lab.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Classroom assessments, Teacher observation, Science Lab Reports

Action Step 2

Incorporate the use of Science journals to increase rigor in science writing as evidenced in laboratory conclusions (i.e. incorporating claims, evidence and reasoning).

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Classroom assessments, Teacher observation, Science Lab Reports

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

Following the FCIM model, Administrators will use available Reports to review student performance data on weekly tests and/or end of unit assessments. Adjustments will be made to instructional strategies as needed. Review and monitoring of classroom assessments/observations of student Science Lab Reports

Person or Persons Responsible

Administrators, MTSS RtI Leadership Team

Target Dates or Schedule

bi-weekly

Evidence of Completion

Classroom assessments, Teacher observation, baseline assessment, Interim Assessments, Science Lab Reports

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM model, Administrators will use available Reports to review student performance data on weekly tests and/or end of unit assessments. Adjustments will be made to instructional strategies as needed. Review and monitoring of classroom assessments/observations of student Science Lab Reports

Person or Persons Responsible

Administrators, MTSS RtI Leadership Team

Target Dates or Schedule

bi-weekly

Evidence of Completion

Classroom assessments, Teacher observation, baseline assessment, Interim Assessments, Science Lab Reports 2014 FCAT Science 2.0.

G4.B2 48% percent of students scored a Level 4 or higher in Science. The lowest performance area was the Reporting Category: Physical Science.

G4.B2.S1 Provide students with opportunities to develop higher order thinking skills as it relates to the Scientific Process in order to increase their proficiency in the area of Physical Science.

Action Step 1

Provide students with lab activities and demonstrations that have them identify forms of energy, familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Classroom assessments, Teacher observation, baseline assessment, Interim Assessments, Science Lab Reports 2014 FCAT Science 2.0.

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

Following the FCIM model, use available Reports to review student performance data on weekly tests and/or end of unit assessments. Adjustments will be made to instructional strategies as needed. Review and monitoring of classroom assessments/observations of student Science Lab Reports.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, baseline assessment, Interim Assessments, Science Lab Reports 2014 FCAT Science 2.0.

Plan to Monitor Effectiveness of G4.B2.S1

Following the FCIM model, use available Reports to review student performance data on weekly tests and/or end of unit assessments. Adjustments will be made to instructional strategies as needed. Review and monitoring of classroom assessments/observations of student Science Lab Reports.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, Teacher observation, baseline assessment, Interim Assessments, Science Lab reports, 2014 FCAT Science 2.0.

G5. The number of STEM related experience provided to students during the 2013 school was 40. The goal is to increase the number of STEM related experiences to 45.

G5.B1 Opportunities for students to participate in STEM related activities are lacking.

G5.B1.S1 Provide students with Increased opportunities for authentic hands-on activities that integrate Science, Technology, Engineering and Mathematics.

Action Step 1

Continue to implement and increase the use of technology in inquiry based and hands on Science lessons and labs that generate interest for students to enroll and participate in additional STEM related activities.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Classroom assessments, Teacher observations, Activity participation logs and competition results.

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

Following the FCIM model, Administrators will use participation in STEM activities such as the Science Fair, SECME competition and Math Brain Bowl to determine the effectiveness of the strategies.

Person or Persons Responsible

Administrators

Target Dates or Schedule

monthly

Evidence of Completion

Participation logs and competition results,results of the 2014 Science and Mathematics FCAT 2.0

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM model, Administrators will use participation in STEM activities such as the Science Fair, SECME competition and Math Brain Bowl to determine the effectiveness of the strategies.

Person or Persons Responsible

Administrators

Target Dates or Schedule

monthly

Evidence of Completion

Participation logs and competition results,results of the 2014 Science and Mathematics FCAT 2.0

G6. Decrease the number of students who miss 10% or more of instruction time from 2% to 1%, behavioral referrals from 4% to 3%, number of students who are not proficient in Reading by grade 3 from 16% to 14%, and number of students retained from 2% to 1%.

G6.B1 Students' frequent illnesses prevent them from attending school.

G6.B1.S1 Provide parents with additional information regarding Florida Kid Care Health Program and a one page guide with resources for keeping their child(dren) healthy.

Action Step 1

Provide parents with information regarding the Florida Kid Care Healthcare Program and a one page guide on resources for keeping kids healthy and active.

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Student Attendance logs

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

Following the FCIM model, Assistant Principal will monitor the student attendance records.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

ongoing

Evidence of Completion

Students Attendance Records

Plan to Monitor Effectiveness of G6.B1.S1

Following the FCIM model, Assistant Principal will monitor the students attendance records.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

ongoing

Evidence of Completion

Students Attendance Records.

G6.B2 Students are lacking the necessary fluency, vocabulary and comprehension skills necessary to prevent retention in the current grade.

G6.B2.S1 Provide students with additional intervention opportunities in the area of Reading with Success Maker.

Action Step 1

Provide students with additional practice to engage with the comprehension and vocabulary lessons in Success Maker.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Five days a week for thirty minutes per day

Evidence of Completion

Classroom assessments, classroom observations, Success Maker Reports, Interim Assessment results 2014 Reading FCAT 2.0

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

Following the FCIM model, review Success Maker reports to monitor the fidelity of the implementation of strategies.

Person or Persons Responsible

MTTS RtI Team, Administrators, Reading Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, observations by Administrators, Success Maker Reports, Interim Assessment results 2014 Reading FCAT 2.0

Plan to Monitor Effectiveness of G6.B2.S1

Following the FCIM model, review classroom assessments to monitor the effectiveness of the implementation of strategies.

Person or Persons Responsible

MTTS RtI Team, Administrators, Reading Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, observations by Administrators, Success Maker Reports, Interim Assessment results 2014 Reading FCAT 2.0

G6.B3 Students are lacking the necessary fluency, vocabulary and comprehension skills needed to be proficient in Reading by grade three.

G6.B3.S1 Provide students with the additional practice opportunities to engage in comprehension and vocabulary lessons in Success Maker.

Action Step 1

Provide lesson through Success Maker that focus on vocabulary and comprehension.

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Five days per week for thirty minutes per day.

Evidence of Completion

Classroom assessments, classroom observations, Success Maker Reports, Interim Assessment results 2014 Reading FCAT 2.0

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

Following the FCIM model, review Success Maker Reports to monitor the fidelity of the implementation of strategies.

Person or Persons Responsible

MTTS RtI Team, Administrators, Reading Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Success Maker reports, classroom assessments, Interim Assessmet results, 2014 FCAT Reading 2.0

Plan to Monitor Effectiveness of G6.B3.S1

Following the FCIM model, review Success Maker reports to monitor the effectiveness of the implementation of strategies.

Person or Persons Responsible

MTTS RtI Team, Administrators, Reading Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, observations by Administrators, Success Maker reports, Interim Assessment results 2014 Reading FCAT 2.0

G6.B4 Students do not adequately understand the conduct expected of the as noted in the Code of Student Conduct.

G6.B4.S1 Provide students with additional opportunities to practice the correct and expected behaviors according to the Code of Student Contract.

Action Step 1

Continue the implementation of the Catch You Being Good Program for student behavior in all common areas of the school. Reward students with a token if they are caught exhibiting the appropriate behavior.

Person or Persons Responsible

Classroom teachers, counselor, administration, other staff members.

Target Dates or Schedule

ongoing

Evidence of Completion

student suspension records, code of student conduct discipline records.

Facilitator:

Maria Jimenez

Participants:

K -5 th Classroom Teachers

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

Following the FCIM model, conduct ongoing monitoring of student suspension records and the code of student conduct discipline record to monitor the fidelity of implementation.

Person or Persons Responsible

Assistant Principal, counselor

Target Dates or Schedule

monthly

Evidence of Completion

Student discipline records and suspension records.

Plan to Monitor Effectiveness of G6.B4.S1

Following the FCIM model, conduct ongoing monitoring of behavior throughout the common school areas to monitor the effectiveness of the strategies.

Person or Persons Responsible

Assistant principal, Counselor

Target Dates or Schedule

ongoing

Evidence of Completion

Student discipline records and suspension records.

G7. The goal is to increase the number of parents who participate in parent engagement opportunities at the school from 95% to 97%.

G7.B1 Parents' diverse work schedules during the week make it difficult for them to participate in activities offered during school hours.

G7.B1.S1 Provide a variety of opportunity for parents to attend events and volunteer by scheduling activities both during the day and in the evening.

Action Step 1

Inform parents of events through Connect-Ed messages, email messages, and postings on the school website with ample time so they may adequately plan to participate.

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

Attendance rosters at school wide events and Volunteer Hour Logs

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

Attendance rosters will be monitored for each event. The enrollment in the Parents in Action (PIA) group will also be monitored.

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

Attendance rosters for school events and Volunteer Hour Logs

Plan to Monitor Effectiveness of G7.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The goal is to increase the number of students scoring proficient in the 2014 FCAT Reading 2.0 from 81% to 85%.

G1.B1 27 percent of students scored an FCAT Level 3 on the 2013 administration of the FCAT Reading 2.0. The area of deficiency was Reporting Category 4 Informational Text/Research Process.

G1.B1.S1 Students need additional opportunities to practice using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information.

PD Opportunity 1

Continue to implement the Reading Plus program that targets specific strategies in reading and create customized goals for students.

Facilitator

Elena Gordillo and Jeannette Bengochea

Participants

3rd - 5th grade classroom teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, Observations by administrators, Reports from Reading Plus, Baseline Assessment, Interim Assessments 2014 Reading FCAT 2.0

G2. The goal is to increase the number of student scoring a 3.5 from 65% to 69% in the 2014 administration of the FCAT Writing 2.0.

G2.B1 Students need additional practice in creating precision and interest by expressing ideas vividly through varied language techniques using standard language conventions.

G2.B1.S1 Provide students with intensive daily writing debriefing conferences in the lowest 25th percentile.

PD Opportunity 1

Provide students with precise feedback on their essays to assist them with the revision process.

Facilitator

Katia Lopez

Participants

classroom teachers, Reading Coach

Target Dates or Schedule

daily

Evidence of Completion

classwork, Writing Prompt essays, 2014 FCAT Writing 2.0

PD Opportunity 2

Continue to implement the after school, Writer's Workshop to provide students with additional opportunities to participate in mini-lessons and receive feedback on their writing.

Facilitator

Jeanette Melian

Participants

4th grade teachers

Target Dates or Schedule

weekly

Evidence of Completion

Writer's Workshop essays, 2014 FCAT Writing 2.0

G6. Decrease the number of students who miss 10% or more of instruction time from 2% to 1%, behavioral referrals from 4% to 3%, number of students who are not proficient in Reading by grade 3 from 16% to 14%, and number of students retained from 2% to 1%.

G6.B4 Students do not adequately understand the conduct expected of the as noted in the Code of Student Conduct.

G6.B4.S1 Provide students with additional opportunities to practice the correct and expected behaviors according to the Code of Student Contract.

PD Opportunity 1

Continue the implementation of the Catch You Being Good Program for student behavior in all common areas of the school. Reward students with a token if they are caught exhibiting the appropriate behavior.

Facilitator

Maria Jimenez

Participants

K -5 th Classroom Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student suspension records, code of student conduct discipline records.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The goal is to increase the number of students scoring proficient in the 2014 FCAT Reading 2.0 from 81% to 85%.	$255
G3.	The goal is to increase the number of students scoring proficient from 80% to 87% in the 2014 administration of the FCAT Mathematics 2.0.	$2
G6.	Decrease the number of students who miss 10% or more of instruction time from 2% to 1%, behavioral referrals from 4% to 3%, number of students who are not proficient in Reading by grade 3 from 16% to 14%, and number of students retained from 2% to 1%.	$2
	Total	$259

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Professional Development	Evidence-Based Program	Technology	Total
EESAC	$255	$0	$2	$0	$257
Operating	$0	$0	$0	$0	$0
Operational	$0	$0	$0	$2	$2
Total	$255	$0	$2	$2	$259

Budget Details

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

G1. The goal is to increase the number of students scoring proficient in the 2014 FCAT Reading 2.0 from 81% to 85%.

G1.B1 27 percent of students scored an FCAT Level 3 on the 2013 administration of the FCAT Reading 2.0. The area of deficiency was Reporting Category 4 Informational Text/Research Process.

G1.B1.S1 Students need additional opportunities to practice using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information.

Action Step 1

Continue to implement the Reading Plus program that targets specific strategies in reading and create customized goals for students.

Resource Type

Other

Resource

Motivational Rewards

Funding Source

EESAC

Amount Needed

$255

G2. The goal is to increase the number of student scoring a 3.5 from 65% to 69% in the 2014 administration of the FCAT Writing 2.0.

G2.B1 Students need additional practice in creating precision and interest by expressing ideas vividly through varied language techniques using standard language conventions.

G2.B1.S1 Provide students with intensive daily writing debriefing conferences in the lowest 25th percentile.

Action Step 1

Provide students with precise feedback on their essays to assist them with the revision process.

Resource Type

Professional Development

Resource

Workshop for Teachers

Funding Source

Operating

Amount Needed

$0

G3. The goal is to increase the number of students scoring proficient from 80% to 87% in the 2014 administration of the FCAT Mathematics 2.0.

G3.B3 64 percent of students made Learning Gains. Students area of deficiency is Reporting Category, Number: Base Ten and Fractions.

G3.B3.S1 Provide students with additional opportunities to work in small group Differentiated Instruction that focuses on increasing mathematical fluency and problem solving skills in the areas of relating decimals, fractions, and percents; and comparing and ordering fractions and decimals

Action Step 2

Use Reflex Math and Success Maker to provide students additional practice with math facts and mathematical concepts.

Resource Type

Technology

Resource

Computer Software License

Funding Source

Operational

Amount Needed

$2

G6. Decrease the number of students who miss 10% or more of instruction time from 2% to 1%, behavioral referrals from 4% to 3%, number of students who are not proficient in Reading by grade 3 from 16% to 14%, and number of students retained from 2% to 1%.

G6.B4 Students do not adequately understand the conduct expected of the as noted in the Code of Student Conduct.

G6.B4.S1 Provide students with additional opportunities to practice the correct and expected behaviors according to the Code of Student Contract.

Action Step 1

Continue the implementation of the Catch You Being Good Program for student behavior in all common areas of the school. Reward students with a token if they are caught exhibiting the appropriate behavior.

Resource Type

Evidence-Based Program

Resource

Reward incentives

Funding Source

EESAC

Amount Needed

$2