



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Somerset Academy Charter Elementary School
(South Homestead)

300 SE 1ST DR

Homestead, FL 33030

305-245-6108

www.somersetelem.dadeschools.net

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 76%
Alternative/ESE Center No	Charter School Yes	Minority Rate 88%

School Grades History

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

Somerset Acad Charter Elem School S Homestead

Principal

Christina Cruz Ortiz

School Advisory Council chair

Beatrice Portugal

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

Name	Title
Cristina Cruz-Ortiz	Principal
Layda Morales	Assistant Principal
Susan Chandler	Reading Coach

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal- Dr. Cruz-Ortiz

Teachers- Beatrice Portugal, Valeria Galindo, Melissa Alvarez

Parent- Denise Webb, Caitlyn Evans, Linda Lockee, Silvia Rodriguez

Educational Support- Alexandra Arguello

BCR- Nazy Sierra

Involvement of the SAC in the development of the SIP

The SAC periodically throughout the year to discuss student progress, and ensure fidelity to the goals stated in the SIP.

Activities of the SAC for the upcoming school year

SAC has been actively involved in the evaluation of school performance data and preparation of the school's improvement plan and annual budget.

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

SAC has decided to use funds towards varies FCAT prep programs such as FCAT Coach books and Reading Plus.

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

In Compliance

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

NA

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Christina Cruz Ortiz

Principal

Years as Administrator: 10

Years at Current School: 5

Credentials

Bachelors/Masters/ Doctorate
Educational Leadership/ K-6 Elementary Ed/ Gifted/ ESOL
Endorsed

Performance Record

School Year '13 '12 '11 '10 '09
School Grade B A D A A
AYP N Y N N N
High Stand. Rdg 58% 74% 61% 83% 67%
High Stand. Math 53% 82% 54% 83% 64%
Lrng Gains Rdg 71% 83% 50% 71% 67%
Lrng Gains Math 62% 86% 45% 80% 69%
Low 25 % Gains Rd 63% 83% 50% 68% 61%
Low 25% Gains Math 59% 100% 45% 67% 73%

Highly Qualified Teachers

100%

certified in-field

22, 100%

ESOL endorsed

19, 86%

reading endorsed

3, 14%

with advanced degrees

5, 23%

National Board Certified

0, 0%

first-year teachers

2, 9%

with 1-5 years of experience

15, 68%

with 6-14 years of experience

5, 23%

with 15 or more years of experience

0, 0%

Education Paraprofessionals

of paraprofessionals

5

Highly Qualified

5, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Advertisement in local newspaper and web
2. Resume received through management company
3. Job Fair
4. State Website teacherteacher.com

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 new teachers have been paired up with veteran teachers that teach their same grade.
- Bi-Weekly meetings and ongoing informal observations.

Pairings: Ms. Neto/ Ms. Alvarez

Ms. Ruiz/ Ms.Casanova

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 leadership team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis
- The leadership team will monitor the fidelity of the delivery of instruction and intervention
- The leadership will provide levels of support and interventions to students based on data

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

- Dr. Cruz-Ortiz – principal, oversees school wide instruction progress and fidelity to school wide plan
- Mrs. Layda Cosio - assistant principal, meets with staff regularly to discuss and monitor student progression across grade levels
- Mrs. Susan Chandler – reading coach, models and provides teachers with intervention strategies and delivers materials for small group instruction

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

The following steps will be considered by the school's leadership team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring

The leadership team will:

- Monitor academic and behavior data evaluating progress by addressing the following important questions:
 - o What will all students learn? (curriculum based on standards)
 - o How will we determine if students have learned? (grade-level assessments)
 - o How will we respond when students have not learned? (response to intervention problem solving process and monitoring progress of interventions)
 - o How will we respond when students have learned or already know? (Enrichment opportunities)
- Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs
- Hold regular team meetings every other week
- Maintain communication with staff for input and feedback, as well as, updating them on procedures and progress
- Support a process and structure within the school design, implement, and evaluate both daily instruction and specific interventions

- Provide clear indicators of student need and student progress, assisting in a examining the validity and effectiveness of program delivery
- Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress

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

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment through PMRN
- Interim assessments through Edusoft for Reading, Math and Science
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

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

The district professional development and support will include

- Training for all administrators in the RTI problem solving, data analysis process
- Providing support for school staff to understand basic Rtl principles and procedures
- Providing a network of ongoing support for Rtl organized through feeder patterns

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: 3,960

In small classes, the lowest 25% will receive instruction in math and reading targeting those standards that need the most reinforcement. Classes will take place after the school day (Math 1 hour twice a week, Reading 1 hour once a week). Instruction will be conducted by teachers and teacher's assistants.

Strategy Purpose(s)

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

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

Targeted students will be chosen based on previous year's FCAT scores and baseline scores. Ongoing progress will be monitored by the teachers through classroom and district assessments. Groups will be adjusted accordingly. In addition, students will be monitored through weekly mini benchmark assessments and bi-weekly formal assessments.

Who is responsible for monitoring implementation of this strategy?

Teachers and the leaderships team will be responsible for monitoring implementation of this strategy.

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Cruz-Ortiz	Principal
Layda Morales-Cosio	Assistant Principal
Susan Chandler	Reading Coach
Melissa Alvarez	4/5 LA Teacher

How the school-based LLT functions

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all the Reading Leadership Team meetings and activities. During school site visits, the District team will review the minutes from RLT meetings and have a dialogue with principals regarding the meetings.

The principal will provide necessary resources to the RLT. The reading coach will serve as a member of the Reading Leadership Team. The coach will share her expertise in the reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Reading Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Reading Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators and providing professional development.

Teachers will attend Common Core workshops to implement new standards and target higher order thinking.

Major initiatives of the LLT

The principals will create a reading goal, specific objectives and action steps in their School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of AYP. By participating in the analysis of student data and interpreting various reports that drive instructional implications across the curriculum, principals will serve a literary leaders. Also, new Common Core curriculum is being implemented in all subjects to transition from NGSS to CCSS.

Every Teacher Contributes to Reading Instruction

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

Bi-weekly grade level and lateral meetings are held to ensure that all teachers are implementing similar strategies, uniform data tracking, with the inclusion of small group center rotations with teacher led focusing on results of in class mini assessments.

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

All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax. Print/Letter Knowledge and Phonological Awareness/Processing. The parents of students entering kindergarten will fill out a home language survey. Those students who fall under possible ESOL will be tested using the OLPS. There will be a separate kindergarten orientation before school starts explaining separate kindergarten goals, expectations and preparation for the first day of school.

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	62%	58%	No	66%
American Indian		0%		
Asian		0%		
Black/African American	48%	47%	No	54%
Hispanic	63%	56%	No	67%
White	66%	75%	Yes	69%
English language learners	52%	43%	No	57%
Students with disabilities		0%		
Economically disadvantaged	60%	0%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	35	24%	27%
Students scoring at or above Achievement Level 4	50	34%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		71%	74%
Students in lowest 25% making learning gains (FCAT 2.0)		63%	67%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	29	48%	53%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	19	31%	38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	21	33%	40%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	0%

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	36	75%	78%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		<i>[data excluded for privacy reasons]</i>	0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%	53%	No	69%
American Indian		0%		
Asian		0%		
Black/African American	53%	41%	No	58%
Hispanic	67%	53%	No	70%
White	66%	68%	Yes	69%
English language learners	58%	37%	No	63%
Students with disabilities		0%		
Economically disadvantaged	67%	0%	No	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	50	34%	37%
Students scoring at or above Achievement Level 4	30	20%	21%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	126	62%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	30	59%	63%

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	14	34%	36%
Students scoring at or above Achievement Level 4	16	39%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

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)	3		100
Participation in STEM-related experiences provided for students	429	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

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	18	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	14	4%	3%
Students who are not proficient in reading by third grade	32	54%	49%
Students who receive two or more behavior referrals	5	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

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

During the 2012-2013 school year, parent participation in school-wide activities was 80%. Our goal for the 2013-2014 school year is to increase parent participation 5%, from 80% to 85%.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase involved in school-wide activities	729	80%	85%

Goals Summary

- G1.** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 58% of the students achieved a proficiency of a Level 3 or above. Our goal for the 2013-2014 school year is to increase the amount of students proficient to 66%.
- G2.** Goal: On the 2013 administration of the 2013 FCAT Writing test, 75% of the students scored 3.5 or higher. Our goal for this school year is to increase the amount of students proficient to 78%.
- G3.** The results of the 2012-2013 FCAT Math Test indicate that 53% of students achieved a 3 or higher. Our goal for the 2013-2014 school year is to increase to 69%.
- G4.** The results of the 2012-2013 Science FCAT indicate that 34% of student scored a Level 3 or higher.
- G5.** The 2012-2013 academic year demonstrated that 80% of our parents regularly attended school functions. Our goal is to have 85% of our parents to volunteer in our school and events.
- G6.** In the 2013-2014 year we aim to decrease the number of students who miss instructional time, are not proficient, and receive two or more behavioral referrals.

Goals Detail

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 58% of the students achieved a proficiency of a Level 3 or above. Our goal for the 2013-2014 school year is to increase the amount of students proficient to 66%.

Targets Supported

Resources Available to Support the Goal

- Novels, informational text from Time for Kids, Voyager, and Reading Plus

Targeted Barriers to Achieving the Goal

- As noted on the administration of the 2013 FCAT Reading Test, the Black, Hispanic, ELL, & ED subgroups did not make adequate progress in the Reporting area of Reading Application.
- As noted on the 2013 administration of the FCAT Reading Test, for our Level 3 students, the area of deficiency was Reporting Category 4, Research and Reference. Students lack the ability to refer to key information in the passage to be successful readers.
- As noted on the 2013 administration of the FCAT Reading Test the area which showed minimal growth and would require our Level 4 and 5 students to improve performance is Reporting Category 2, Reading Application.
- As noted on the 2013 administration of the FCAT Reading Test the area of deficiency was Reporting Category 4, Research and Reference. Students lack the ability to refer to key information in the passage to be successful readers, which is needed to improve Learning Gains.
- As noted on the 2013 administration of the FCAT Reading Test the area of deficiency was Reporting Category 4, Research and Reference. Students lack the ability to refer to key information in the passage to be successful readers, which is needed to improve Learning Gains for our lowest 25%.

Plan to Monitor Progress Toward the Goal

Informal and Formal Assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

bi-weekly

Evidence of Completion:

FCAT 2014, Interim, FAIR, Data Trackers

G2. Goal: On the 2013 administration of the 2013 FCAT Writing test, 75% of the students scored 3.5 or higher. Our goal for this school year is to increase the amount of students proficient to 78%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Wright Trait

Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative accounts with an engaging plot and range of appropriate and specific narrative actions.

Plan to Monitor Progress Toward the Goal

Writing Prompts

Person or Persons Responsible

Leadship Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

FCAT 2014, Mid-Quarter Writing Prompt, Weekly Prompts

G3. The results of the 2012-2013 FCAT Math Test indicate that 53% of students achieved a 3 or higher. Our goal for the 2013-2014 school year is to increase to 69%.

Targets Supported

Resources Available to Support the Goal

- Mathletics Go Math

Targeted Barriers to Achieving the Goal

- As noted on the administration of the 2013 FCAT Math Test the Black, Hispanic, ELL, & ED subgroups did not make sufficient progress in the category of Numbers and Operations.
- As noted on the administration of the 2013 FCAT Math Test the Level 3 students struggled in the category of Numbers and Operations.
- As noted on the administration of the 2013 FCAT Math Test the Level 4 and 5 students struggled with Fractions.
- As noted on the administration of the 2013 FCAT Math Test the students need to improve in the category of Numbers and Operations in order to make Learning Gains.
- As noted on the administration of the 2013 FCAT Math Test the Lowest 25% of the students struggled with Base Ten.

Plan to Monitor Progress Toward the Goal

Informal and Formal Assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Bi-Weekly

Evidence of Completion:

FCAT 2014, Interims, Mathletics, Think Central

G4. The results of the 2012-2013 Science FCAT indicate that 34% of student scored a Level 3 or higher.

Targets Supported

- Science - Elementary School
- STEM - All Levels

Resources Available to Support the Goal

- Pearson Succes, Science Weekly, Gizmos, Discovery

Targeted Barriers to Achieving the Goal

- Students scoring a level 3 struggled with Scientific Method.
- Students scoring a level 4 or 5 struggled with Scientific Method regarding to higher order thinking.

Plan to Monitor Progress Toward the Goal

Informal and formal assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Bi-weekly

Evidence of Completion:

Data trackers, FCAT 2014, Interim

G5. The 2012-2013 academic year demonstrated that 80% of our parents regularly attended school functions. Our goal is to have 85% of our parents to volunteer in our school and events.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Website, PAL meetings, flyers

Targeted Barriers to Achieving the Goal

- Parents are unaware of school activities or not motivated to participate because of a language barrier.

Plan to Monitor Progress Toward the Goal

Develop and implement a plan to regularly update school events on the website, send flyers to parents with pertinent information, and reach out to parents in their home language

Person or Persons Responsible

The leadership team and a group of teachers

Target Dates or Schedule:

Monthly or when school activities arise whichever comes first

Evidence of Completion:

The leadership team will review sign-in sheets in order to determine the number of parents attending school events

G6. In the 2013-2014 year we aim to decrease the number of students who miss instructional time, are not proficient, and receive two or more behavioral referrals.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- Behavior management system, Tardy passes, parent phone calls

Targeted Barriers to Achieving the Goal

- Students who are routinely tardy or absent miss increased levels of instructional time.

Plan to Monitor Progress Toward the Goal

Reports from ISIS and Gradebook

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Information on reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 58% of the students achieved a proficiency of a Level 3 or above. Our goal for the 2013-2014 school year is to increase the amount of students proficient to 66%.

G1.B1 As noted on the administration of the 2013 FCAT Reading Test, the Black, Hispanic, ELL, & ED subgroups did not make adequate progress in the Reporting area of Reading Application.

G1.B1.S1 Students will use novels, informational text, and other resources such as Voyager and Reading plus in order to improve their weaknesses.

Action Step 1

Students will be grouped by ability and will be pulled out to reinforce the benchmarks in which they are weak in.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Results of Assessments

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

Informal and Formal Assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Data Trackers

Plan to Monitor Effectiveness of G1.B1.S1

Informal and Formal Assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Trackers and Interim Results

G1.B2 As noted on the 2013 administration of the FCAT Reading Test, for our Level 3 students, the area of deficiency was Reporting Category 4, Research and Reference. Students lack the ability to refer to key information in the passage to be successful readers.

G1.B2.S1 Students will use novels, informational text, and other resources such as Voyager and Reading plus in order to improve their weaknesses.

Action Step 1

Informal and Formal Assessments

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Results of Assessments

Facilitator:

Susan Chandler

Participants:

All Teachers

Action Step 2

CCSS Benchmarks

Person or Persons Responsible

Susan Chandler Reading Coach

Target Dates or Schedule

August 15, 2013

Evidence of Completion

PD Sign in and Lesson Plans

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

Informal and Formal Assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Data Trackers

Plan to Monitor Effectiveness of G1.B2.S1

Informal and Formal Assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Trackers and Interim Assessments

G1.B3 As noted on the 2013 administration of the FCAT Reading Test the area which showed minimal growth and would require our Level 4 and 5 students to improve performance is Reporting Category 2, Reading Application.

G1.B3.S1 - Using real world documents, students should be able to identify causal relationships imbedded in text. In reading application, students must be familiar with text structures such as cause/ effect, compare/contrast, and chronological order.

Action Step 1

Students struggling in this area will be pulled in the teacher-led center and given more complex texts that require comparing character & setting across various texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Results of Assessment

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

Informal and Formal Assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Data Trackers

Plan to Monitor Effectiveness of G1.B3.S1

Informal and Formal Assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Trackers and Interim Results

G1.B4 As noted on the 2013 administration of the FCAT Reading Test the area of deficiency was Reporting Category 4, Research and Reference. Students lack the ability to refer to key information in the passage to be successful readers, which is needed to improve Learning Gains.

G1.B4.S1 - Using real world documents, students should be able to identify causal relationships embedded in text. In reading application, students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order.

Action Step 1

These students will be pulled out for intervention with the Reading Coach. - Review mini assessments to ensure that the pull out tutoring groups are focusing on the proper skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Results of Assessments

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

Informal and Formal Assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Data Trackers

Plan to Monitor Effectiveness of G1.B4.S1

Informal and Formal Assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Trackers and Interim Results

G1.B5 As noted on the 2013 administration of the FCAT Reading Test the area of deficiency was Reporting Category 4, Research and Reference. Students lack the ability to refer to key information in the passage to be successful readers, which is needed to improve Learning Gains for our lowest 25%.

G1.B5.S1 - By placing a full-time paraprofessional in the classroom, teachers were able to target the various areas of weakness in reference and research through differentiated instruction. - We will continue to use this model for the 2013-2014 school year. - Using the FCIM, we will analyze and adjust instruction focusing on student's knowledge of Reference and research to ensure progress is being.

Action Step 1

Students will be provided with push in by a paraprofessional to review the benchmarks that they are struggling with.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Results of Assessments

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

Informal and Formal Assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Data Trackers

Plan to Monitor Effectiveness of G1.B5.S1

Informal and Formal Assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data trackers and Interim Results

G2. Goal: On the 2013 administration of the 2013 FCAT Writing test, 75% of the students scored 3.5 or higher. Our goal for this school year is to increase the amount of students proficient to 78%.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative accounts with an engaging plot and range of appropriate and specific narrative actions.

G2.B1.S1 •During writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events, and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts. •Students will participate in small group guided instruction along with peer editing and revision. •Students will participate in a monthly writing prompt

Action Step 1

Teachers will focus on main idea and supporting details on student Writing Prompts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Writing Scores

Facilitator:

Melissa Alvarez

Participants:

All Teachers

Action Step 2

PD on 4 Square and Write Trait

Person or Persons Responsible

Melissa Alvarez

Target Dates or Schedule

August 13, 2013

Evidence of Completion

PD sign in and Lesson plans

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

Writing Prompts

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Writing Scores

Plan to Monitor Effectiveness of G2.B1.S1

Writing Prompts

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Writing Scores and Mid-Year District Writing Prompt Results

G3. The results of the 2012-2013 FCAT Math Test indicate that 53% of students achieved a 3 or higher. Our goal for the 2013-2014 school year is to increase to 69%.

G3.B1 As noted on the administration of the 2013 FCAT Math Test the Black, Hispanic, ELL, & ED subgroups did not make sufficient progress in the category of Numbers and Operations.

G3.B1.S1 Students will be provided the opportunities for for data analysis to include making and stating conclusions, comparing data, and identifying information from graphs.

Action Step 1

Students will be provided time to work on Mathletics in addition to small group pull out.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Results of Assessments

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

Informal and Formal Assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Data Trackers

Plan to Monitor Effectiveness of G3.B1.S1

Informal and Formal Assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Trackers and Interim Results

G3.B2 As noted on the administration of the 2013 FCAT Math Test the Level 3 students struggled in the category of Numbers and Operations.

G3.B2.S1 Students will be provided the opportunities for for data analysis to include making and stating conclusions, comparing data, and identifying information from graphs.

Action Step 1

Students will be provided time to work on Mathletics to reinforce the areas that they are struggling with.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Results of Assessments

Facilitator:

Maria Rodriguez

Participants:

All Teachers

Action Step 2

PD for Go Math

Person or Persons Responsible

Maria Rodriguez

Target Dates or Schedule

August 12, 2013

Evidence of Completion

PD Sign in and Lesson plans

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

Informal and Formal Assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Data Trackers

Plan to Monitor Effectiveness of G3.B2.S1

Informal and Formal Assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Trackers and Interim Results

G3.B3 As noted on the administration of the 2013 FCAT Math Test the Level 4 and 5 students struggled with Fractions.

G3.B3.S1 Students will be given more enrichment activities that allow them to use a hands-on approach to solve problems.

Action Step 1

Students will be provided time to work on Mathletics as enrichment.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Results of Assessments

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

Informal and Formal Assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Data Trackers

Plan to Monitor Effectiveness of G3.B3.S1

Informal and Formal Assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Trackers and Interim Results

G3.B4 As noted on the administration of the 2013 FCAT Math Test the students need to improve in the category of Numbers and Operations in order to make Learning Gains.

G3.B4.S1 Students will be provided the opportunities for for data analysis to include making and stating conclusions, comparing data, and identifying information from graphs.

Action Step 1

Students will be provided time to work on Mathletics in addition to small group pull out.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Results of Assessments

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

Informal and Formal Assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Data Trackers

Plan to Monitor Effectiveness of G3.B4.S1

Informal and Formal Assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Trackers and Interim Results

G3.B5 As noted on the administration of the 2013 FCAT Math Test the Lowest 25% of the students struggled with Base Ten.

G3.B5.S1 Students will be given more remedial activities that will allow them to use a hands-on approach to solve problems.

Action Step 1

Students will be grouped and participate in the pull out program where the para will reteach benchmarks.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Results of Assessments

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

Informal and Formal Assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Data Trackers

Plan to Monitor Effectiveness of G3.B5.S1

Informal and Formal Assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Trackers and Interim Results

G4. The results of the 2012-2013 Science FCAT indicate that 34% of student scored a Level 3 or higher.

G4.B1 Students scoring a level 3 struggled with Scientific Method.

G4.B1.S1 Students will conduct weekly science investigations and document their observations and results in their science journals. They will also use Science Weekly to expose them to other science topics.

Action Step 1

Science experiments

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Science Journal, Assessments

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

Monitor Data

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Informal and Formal Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Monitor Data

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

G4.B2 Students scoring a level 4 or 5 struggled with Scientific Method regarding to higher order thinking.

G4.B2.S1 Students will conduct weekly science investigations and document their observations and results in their science journals. They will also use Science Weekly to expose them to other science topics. Students will also use Gizmos to enrich their vocabulary and higher order thinking.

Action Step 1

Science Experiments

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Science Journals

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

Monitor Data

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Informal and Formal Assessments

Plan to Monitor Effectiveness of G4.B2.S1

Monitor Data

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

G5. The 2012-2013 academic year demonstrated that 80% of our parents regularly attended school functions. Our goal is to have 85% of our parents to volunteer in our school and events.

G5.B1 Parents are unaware of school activities or not motivated to participate because of a language barrier.

G5.B1.S1 All school activities asking for parent involvement will be posted on the school website and mentors fluent in the families' home language will call uninvolved parents and invite them to attend school functions.

Action Step 1

Sign In Sheets

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Sign In Sheets

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

Sign In Sheets

Person or Persons Responsible

PAL Coordinator

Target Dates or Schedule

Monthly

Evidence of Completion

Sign In Sheets

Plan to Monitor Effectiveness of G5.B1.S1

Sign In Sheets

Person or Persons Responsible

Administration

Target Dates or Schedule

Twice a Year

Evidence of Completion

Sign In Sheets

G6. In the 2013-2014 year we aim to decrease the number of students who miss instructional time, are not proficient, and receive two or more behavioral referrals.

G6.B1 Students who are routinely tardy or absent miss increased levels of instructional time.

G6.B1.S1 1. Missed Instructional time- Reward quarterly Perfect Attendance to provide an incentive for attendance 2. Behavior - Star student award will be given to students who show improved behaviors or consistently model proper behavior. 3. Not proficient by 3rd Grade, Saturday and after school tutoring will be provided with scholarship.

Action Step 1

monitor student behavior and attendance records

Person or Persons Responsible

The leadership team and individual teachers

Target Dates or Schedule

bi-weekly

Evidence of Completion

Teacher records will be utilized to monitor student behavior; attendance records will be used to track student's at school

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

monitor student behavior and attendance

Person or Persons Responsible

Teachers

Target Dates or Schedule

bi-weekly

Evidence of Completion

student attendance records and behavior plans

Plan to Monitor Effectiveness of G6.B1.S1

Reward students with perfect attendance and improved behavior

Person or Persons Responsible

Teachers

Target Dates or Schedule

quarterly

Evidence of Completion

List of students receiving awards

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 58% of the students achieved a proficiency of a Level 3 or above. Our goal for the 2013-2014 school year is to increase the amount of students proficient to 66%.

G1.B2 As noted on the 2013 administration of the FCAT Reading Test, for our Level 3 students, the area of deficiency was Reporting Category 4, Research and Reference. Students lack the ability to refer to key information in the passage to be successful readers.

G1.B2.S1 Students will use novels, informational text, and other resources such as Voyager and Reading plus in order to improve their weaknesses.

PD Opportunity 1

Informal and Formal Assessments

Facilitator

Susan Chandler

Participants

All Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Results of Assessments

G2. Goal: On the 2013 administration of the 2013 FCAT Writing test, 75% of the students scored 3.5 or higher. Our goal for this school year is to increase the amount of students proficient to 78%.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative accounts with an engaging plot and range of appropriate and specific narrative actions.

G2.B1.S1 •During writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events, and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts. •Students will participate in small group guided instruction along with peer editing and revision. •Students will participate in a monthly writing prompt

PD Opportunity 1

Teachers will focus on main idea and supporting details on student Writing Prompts.

Facilitator

Melissa Alvarez

Participants

All Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Writing Scores

G3. The results of the 2012-2013 FCAT Math Test indicate that 53% of students achieved a 3 or higher. Our goal for the 2013-2014 school year is to increase to 69%.

G3.B2 As noted on the administration of the 2013 FCAT Math Test the Level 3 students struggled in the category of Numbers and Operations.

G3.B2.S1 Students will be provided the opportunities for for data analysis to include making and stating conclusions, comparing data, and identifying information from graphs.

PD Opportunity 1

Students will be provided time to work on Mathletics to reinforce the areas that they are struggling with.

Facilitator

Maria Rodriguez

Participants

All Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Results of Assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 58% of the students achieved a proficiency of a Level 3 or above. Our goal for the 2013-2014 school year is to increase the amount of students proficient to 66%.	\$1,000
G3.	The results of the 2012-2013 FCAT Math Test indicate that 53% of students achieved a 3 or higher. Our goal for the 2013-2014 school year is to increase to 69%.	\$3,000
Total		\$4,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Total
School Account	\$1,000	\$0	\$1,000
EESAC and School Funds	\$0	\$3,000	\$3,000
Total	\$1,000	\$3,000	\$4,000

Budget Details

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

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 58% of the students achieved a proficiency of a Level 3 or above. Our goal for the 2013-2014 school year is to increase the amount of students proficient to 66%.

G1.B1 As noted on the administration of the 2013 FCAT Reading Test, the Black, Hispanic, ELL, & ED subgroups did not make adequate progress in the Reporting area of Reading Application.

G1.B1.S1 Students will use novels, informational text, and other resources such as Voyager and Reading plus in order to improve their weaknesses.

Action Step 1

Students will be grouped by ability and will be pulled out to reinforce the benchmarks in which they are weak in.

Resource Type

Evidence-Based Materials

Resource

Common Core FCAT Coach books

Funding Source

School Account

Amount Needed

\$1,000

G3. The results of the 2012-2013 FCAT Math Test indicate that 53% of students achieved a 3 or higher. Our goal for the 2013-2014 school year is to increase to 69%.

G3.B1 As noted on the administration of the 2013 FCAT Math Test the Black, Hispanic, ELL, & ED subgroups did not make sufficient progress in the category of Numbers and Operations.

G3.B1.S1 Students will be provided the opportunities for for data analysis to include making and stating conclusions, comparing data, and identifying information from graphs.

Action Step 1

Students will be provided time to work on Mathletics in addition to small group pull out.

Resource Type

Evidence-Based Program

Resource

Mathletics

Funding Source

EESAC and School Funds

Amount Needed

\$3,000