2013-2014 SCHOOL IMPROVEMENT PLAN

Springview Elementary School

1122 BLUEBIRD AVE

Miami Springs, FL 33166

305-885-6466

http://svelem.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	58%

Alternative/ESE Center	Charter School	Minority Rate
No	No	95%

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
Springview Elementary School

Principal
Catalina Flor

School Advisory Council chair
Janice Keenan-Harvey

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

Name	Title
Catalina Flor	Principal
Irene Gomez-Lugo	Assistant Principal
Olga Siddons	Counselor
Naylet LaRochelle	Psychologist
Sylvia Castro-Hernandez	Media Specialist/Technology Representatitve
Jill Vizcaino	Primary-Select General Education Teacher and Teacher of the Gifted
Tania Jimenez	Intermediate-Select General Education Teacher
Azucena Carvajal	Special Education Teacher
Muriel Solomon	ELL Support Teacher
Kelley Garcia	Science/Math Representative

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

Springview Elementary's Educational Excellence School Advisory Council (EESAC) is comprised of: principal -1, UTD steward – 1, teachers – 5, alternate teacher – 1, parents – 6, alternate parent – 1, educational support - 1, alternate educational support – 1, student – 1, alternate student – 1, BCR – 2

Involvement of the SAC in the development of the SIP

Our school's EESAC meets to review the School Improvement Plan (SIP), discuss strategies and vote to approve the SIP.

Activities of the SAC for the upcoming school year

EESAC is the sole governing body responsible for the final decision-making at the school relative to the SIP. EESAC also analyzes data and utilizes it for developing school wide objectives to meet the educational needs of all students for academic achievement. The SIP is approved by unanimous consensus before implementation. At regularly scheduled monthly meetings, the SIP is reviewed utilizing the school's SIP checklist of objectives and strategies. EESAC takes into consideration the school's demographics, the school's budget, and the results of the FCAT 2.0 when developing these strategies. The council schedules meetings monthly, notifies its members, and creates agendas in accordance with district and state guidelines.

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

EESAC funds will be used to purchase BrainPop for $275.00, AR web-based reading program for $1,000.00, Sumdog for $142.00 & Medals & certificates for $223.30. The amount allocated for school improvement, from EESAC funds, totals $1640.30.

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:

Catalina Flor		
Principal	Years as Administrator: 19	Years at Current School: 0

Credentials	Bachelor of Science in Psychology; Minor in Mathematics; Master of Science in Elementary Education, Educational Specialist in Reading Certifications: Elementary Education, ESOL Endorsement, Educational Leadership
Performance Record	2013 – School Grade – C '13 '12 '11 '10 '09 School Grade C B A B A High Standards Rdg. 39 56 64 74 75 High Standards Math 53 78 82 72 74 Lrng Gains-Rdg. 57 57 77 67 72 Lrng Gains-Math 77 73 89 53 57 Gains-Rdg-25% 57 57 77 62 72 Gains-Math-25% 77 73 90 49 68 Rdg. AMO –Yes Math AMO–Yes

Irene Gomez-Lugo		
Asst Principal	Years as Administrator: 8	Years at Current School: 2

Credentials	Bachelor of Science in Criminal Justice; Master of Science in Elementary Education, Educational Specialist in Educational Leadership Certifications: Elementary Education 1-6, ESOL Endorsement, Educational Leadership
Performance Record	2013 – School Grade – A '13 '12 '11 '10 '09 School Grade A C B B A High Standards Rdg. 71 34 70 69 75 High Standards Math 67 46 67 71 71 Lrng Gains-Rdg. 76 62 67 63 49 Lrng Gains-Math 75 74 55 58 68 Gains-Rdg-25% 85 69 57 58 66 Gains-Math-25% 80 88 56 58 70 Rdg. AMO – Yes Math AMO – Yes

Classroom Teachers

# of classroom teachers

34

 # receiving effective rating or higher

34, 100%

 # Highly Qualified Teachers
76%

 # certified in-field
34, 100%

 # ESOL endorsed
28, 82%

 # reading endorsed
2, 6%

 # with advanced degrees
15, 44%

 # National Board Certified
2, 6%

 # first-year teachers
1, 3%

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

 # with 6-14 years of experience
15, 44%

 # with 15 or more years of experience
20, 59%

Education Paraprofessionals

# of paraprofessionals
3

 # Highly Qualified
3, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
2

 # 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

Offer professional development determined by a needs assessment. Provide opportunities for collaboration amongst grade levels. Provide opportunities for peer observation within subject areas/ grade levels.

Teacher Mentoring Program/Plan

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

Common planning that allows for novice teachers to collaborate with experienced teachers. Professional development based on needs assessment. Pairing experienced teachers with novice teachers based on subject area/grade level.

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

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 Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI) Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress toward proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS/RtI problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze the data using the Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Select students (see SST guidelines) for SST Tier 3 intervention.
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS/RtI Tier 1 worksheets completed three times per year to The MTSS/RtI Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS/RtI End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact

grades for support focus or prevention/early intervention efforts.
While the SIP plan does not focus on the primary (untested) grades, the MTSS/RtI leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Ms. Catalina Flor , Principal
Ms. Irene Gomez-Lugo, Assistant Principal
Ms. Olga Siddons, Counselor
Ms. Naylet LaRochelle, Psychologist
Ms. Sylvia Castro-Hernandez, Media Specialist, School Site Reading Representative, and Technology Specialist
Ms. Jill Vizcaino, Primary-Select General Education Teacher and Teacher of the Gifted
Ms. Tania Jimenez, Intermediate-Select General Education Teacher
Ms. Azucena Carvajal, Special Education Teacher
Ms. Muriel Solomon, ELL Support Teacher
Ms. Kelley Garcia, School Site Science and Mathematics Representative

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

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

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

Data Sources
Academic
• FAIR Assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• STAR reading Assessment
• Oral Reading Fluency Measures
• Success Maker Utilization and Progress Reports
• Interim Assessments
• State/Local Math and Science assessments
• FCAT
• SAT-10
• Student grades
• School site specific assessments
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Attendance
• Referrals by student behavior

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

The school may participate in the MTSS/RtI district professional development which consists of:
1. Administrators will attend district trainings in MTSS/RtI foundations and MTSS/RtI problem solving at Tier 1 and 2, and School Support Team Training.
2. MTSS/RtI team members will attend district trainings in MTSS/RtI foundations and MTSS/RtI problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff may participate in the Florida RtI online training.
Staff will receive mini presentations during scheduled faculty meetings and grade level meetings. The school's Professional Development Liaison will also keep staff informed of Professional Development opportunities given by the district.

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: 6,000

Before and/or After School Tutoring: Students will be grouped according to current achievement levels and deficiencies.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data collected includes the Baseline Assessment, Fall and Winter Interim Assessments, STAR tests, AR, and FAIR. Grade Level Data Chats are held to discuss different strategies that have been used, modifications that need be made, as well as new strategies to target weaknesses.

Who is responsible for monitoring implementation of this strategy?

Administration and Classroom Teachers

Literacy Leadership Team (LLT)

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

Name	Title
Catalina Flor	Principal
Irene Gomez-Lugo	Assistant Principal
Olga Siddons	Counselor
Sylvia Castro-Hernandez	Media Specialist
Jill Vizcaino	Teacher of the Gifted
Tania Jimenez	Intermediate General Education Teacher

Name	Title
Azucena Carvajal	Special Education Teacher
Muriel Solomon	ELL Support Teacher
Kelley Garcia	Science/Math Representative

How the school-based LLT functions

The purpose of the Literacy Leadership Team (LLT) is to create capacity of reading knowledge within the school building and focus on areas of literacy concerns across the school. The principal, school site reading Representative, mentor reading teachers, content area teachers, and other principal appointees will serve on this team which will meet at least once a month. The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all LLT meetings and activities. During school site visits, the District Team will review the minutes from LLT meetings and have a dialogue with the principal regarding the meetings.

Major initiatives of the LLT

The LLT is an integral part of the school's literacy reform process. The principal will provide necessary resources to the LLT. The School Site Reading Representative will serve as a member of the LLT and will share her expertise in reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions. Guidelines and activities are being developed to assist teachers in the integration of the Common Core Reading Standards to their curriculum. The School Site Reading Representative will provide motivation and promote a spirit of collaboration within the LLT to create a school-wide focus on literacy and reading achievement by establishing model classrooms, conferencing with teachers and administrators, analyzing data, and providing professional development.

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

Preschool children and their parents are assisted with the transition from early childhood to elementary school programs through the presentation of Parent Drop-in Day, the Kindergarten Orientation Meeting, Open House, and College Bound Meetings. Through the College Bound Programs, parents are able to participate in an online, research based parent training support program which is offered in English and Spanish in order to develop a partnership with the school. The Family Enrichment Center offers several training/workshops to help the parents with the transition. The Building Early Language Literacy (BELL) prekindergarten ESE program is used to assist those students with low readiness rates. Prekindergarten students are given the Batelle Development Inventory, Phonological and Early Literacy Inventory, Devereuz Early Childhood Assessment (DECA) are administered to the Pre-K students and the Phonological and Early Literacy Inventory (PELI) to assess student's readiness levels. Kindergarten students continue to be monitored through the use of the ECHOS and FLKRS assessment, FAIR and OLPS/RLDA ESOL assessment. Preschool and kindergarten teachers are responsible for implementing strategies that will assist the students with the mastery of skills.

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	78%	71%	No	81%
American Indian				
Asian				
Black/African American				
Hispanic	78%	71%	No	81%
White	82%	63%	No	84%
English language learners	61%	43%	No	65%
Students with disabilities	41%	36%	No	47%
Economically disadvantaged	69%	60%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	52	23%	32%
Students scoring at or above Achievement Level 4	102	45%	49%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		76%	78%
Students in lowest 25% making learning gains (FCAT 2.0)		85%	87%

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)	75	60%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	40	32%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	39	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	51	73%	76%
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	78%	67%	No	81%
American Indian				
Asian				
Black/African American				
Hispanic	78%	68%	No	80%
White	82%	63%	No	84%
English language learners	73%	52%	No	75%
Students with disabilities	34%	43%	Yes	41%
Economically disadvantaged	73%	57%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	29%	40%
Students scoring at or above Achievement Level 4	81	36%	41%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		75%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		80%	82%

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	30	38%	40%
Students scoring at or above Achievement Level 4	30	38%	39%

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)	5		
Participation in STEM-related experiences provided for students	5		

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	19	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	15	3%	2%
Students who are not proficient in reading by third grade	27	36%	32%
Students who receive two or more behavior referrals	40	8%	7%
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

Provide parent workshops in native languages so that parents can help their children at home. Community resource information will be available to parents.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase of Parental Involvement	376	77%	80%

Goals Summary

G1. For the 2012-2013 school year, 73% of students scored 3.5 or higher. For the 2013-2014 school year, our goal is to increase proficiency by 3 percentage points to 76%.

G2. For the 2012-2013 school year, 67% of students met proficiency on the FCAT 2.0 Mathematics Test. For the 2013-2014 school year, our goal is to increase proficiency by 14 percentage points to 81%.

G3. For the 2012-2013 school year, 75% of students met proficiency on the FCAT 2.0 Science Test. For the 2013-2014 school year, our goal is to increase proficiency by 4 percentage points to 79%.

G4. Increase the number of students involved in STEM related experiences.

G5. Our goal for the 2013-2014 school year is to decrease the number of students who missed 10% or more of instructional time and students at-risk academically and behaviorally.

G6. Our goal for the 2013-2014 school year is to increase parent participation by 3 percentage points to 80%.

G7. For the 2012-2013 school year, 71% of students met proficiency on the FCAT 2.0 Reading Test. For the 2013-2014 school year, our goal is to increase proficiency by 10 percentage points to 81%.

Goals Detail

G1. For the 2012-2013 school year, 73% of students scored 3.5 or higher. For the 2013-2014 school year, our goal is to increase proficiency by 3 percentage points to 76%.

Targets Supported

- Writing

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Follow the FCIM using data from Interim Assessments and FCAT 2.0 Writing.

Person or Persons Responsible
MTSS/RtI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative assessment: District Interim Assessments Summative assessments: Results of FCAT 2.0 Reading

G2. For the 2012-2013 school year, 67% of students met proficiency on the FCAT 2.0 Mathematics Test. For the 2013-2014 school year, our goal is to increase proficiency by 14 percentage points to 81%.

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

Resources Available to Support the Goal
- SuccessMaker, Think Central, Sum Dog, Discovery Education, Florida Achieves (FOCUS)

Targeted Barriers to Achieving the Goal
- Students in the Hispanic, White, ELL, and Economically Disadvantaged subgroups did not meet AMO. 2013 FCAT performance data indicates that there is a deficiency in the Reporting Category of Numbers: Base Ten & Fractions.
- Performance data for students scoring at level 3 on the FCAT 2.0 indicates that there is a deficiency in the Reporting Category of Numbers: Base Ten & Fractions.
- Performance data for students scoring at level 4 or above on the FCAT 2.0 indicates that there is a deficiency in the Reporting Category of Numbers: Base Ten & Fractions.
- Performance data for students not making learning gains as noted on the FCAT 2.0 indicates that there is a deficiency in the Reporting Category of Numbers: Base Ten & Fractions.
- Performance data for students in the lowest 25% subgroup not making learning gains as noted on the FCAT 2.0 indicates that there is a deficiency in the Reporting Category of Numbers: Base Ten & Fractions.

Plan to Monitor Progress Toward the Goal

Follow the FCIM using Interim Assessment data and the FCAT 2.0 Mathematics test

Person or Persons Responsible
MTSS/RtI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessment - Interim Assessments Summative Assessment - 2014 FCAT 2.0 Mathematics Test

G3. For the 2012-2013 school year, 75% of students met proficiency on the FCAT 2.0 Science Test. For the 2013-2014 school year, our goal is to increase proficiency by 4 percentage points to 79%.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Gizmos, Discovery Education, SuccessMaker, FCAT Explorer, Florida Achieves (FOCUS)

Targeted Barriers to Achieving the Goal

- Student performance data for students scoring at Level 3 on the 2013 FCAT indicates that there is a deficiency in Reporting Category 1: Nature of Science. Students need additional practice on inquiry based activities that make connections to real-life experiences.

- Student performance data for students scoring at Level 4 or above on the 2013 FCAT indicates that there is a deficiency in Reporting Category 1: Nature of Science. Students need additional practice on inquiry based activities that make connections to real-life experiences.

Plan to Monitor Progress Toward the Goal

Follow the FCIM using data from Interim Assessments and FCAT 2.0.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments - Interim Assessments Summative Assessments - Results of 2014 FCAT 2.0 Science Test

G4. Increase the number of students involved in STEM related experiences.

Targets Supported

- STEM

- STEM - All Levels

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- School data from the 2012-2013 school year indicates that there is a need for more STEM related opportunities.

Plan to Monitor Progress Toward the Goal

Follow the FCIM using data from the Interim Assessments and FCAT 2.0.

Person or Persons Responsible
MTSS/RtI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments-Interim Assessments Summative Assessment- results for FCAT 2.0.

G5. Our goal for the 2013-2014 school year is to decrease the number of students who missed 10% or more of instructional time and students at-risk academically and behaviorally.

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- Metals & Certificates

Targeted Barriers to Achieving the Goal
- There are limited opportunities to recognize students for daily attendance.
- Students lack the motivation to become active participants in their education.
- There are limited opportunities for remediation programs.
- Students are unaware of the requirements based on the Student Code of Conduct and the consequences for non-compliance.

Plan to Monitor Progress Toward the Goal

Follow the FCIM using academic and behavioral data.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Gradebook attendance reports, referral report, STAR data

G6. Our goal for the 2013-2014 school year is to increase parent participation by 3 percentage points to 80%.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- The Parent Academy, school website and parent portal.

Targeted Barriers to Achieving the Goal
- Lack of participation in school wide activities by parents of English Language Learners (ELLs) due to the language barrier.

Plan to Monitor Progress Toward the Goal

Follow the FCIM using data from school activity binder and parent sign in logs.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Sign in logs, school activity binder, agendas

G7. For the 2012-2013 school year, 71% of students met proficiency on the FCAT 2.0 Reading Test. For the 2013-2014 school year, our goal is to increase proficiency by 10 percentage points to 81%.

Targets Supported

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

Resources Available to Support the Goal

- Reading Plus, Accelerated Reader, SuccessMaker, and Florida Achieves (FOCUS)

Targeted Barriers to Achieving the Goal

- Students in the Hispanic, White, ELL, and Economically Disadvantaged subgroups did not meet AMO. 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 4: Informational Text/Research Process [LA.3-5.6.1.1]; Students experience difficulties in reading and organizing informational text and text features to perform a task.

- Performance data for students scoring at level 3 on the FCAT 2.0 indicates that there is a deficiency in Reporting Category 4: Informational Text/Research Process [LA.3-5.6.1.1]; Students experience difficulties in reading and organizing informational text and text features to perform a task.

- Performance data for students scoring at level 4 or above on the FCAT 2.0 indicates that there is a deficiency in Reporting Category 4: Informational Text/Research Process [LA.3-5.6.1.1]; Students experience difficulties in reading and organizing informational text and text features to perform a task.

- Performance data for students not making learning gains as noted on the FCAT 2.0 indicates that there is a deficiency in Reporting Category 4: Informational Text/Research Process [LA.3-5.6.1.1]; Students experience difficulties in reading and organizing informational text and text features to perform a task.

- Performance data for students in the lowest 25% subgroup not making learning gains as noted on the FCAT 2.0 indicates that there is a deficiency in Reporting Category 4: Informational Text/ Research Process [LA.3-5.6.1.1]; Students experience difficulties in reading and organizing informational text and text features to perform a task.

- The area of deficiency as noted on the 2013 CELLA was the category of Listening and Speaking due to students having limited opportunity to speak in English outside of the classroom.

- The area of deficiency as noted on the 2013 CELLA was the category of Reading due to students having limited opportunity to read and use Reading strategies in English outside of the classroom.

- The area of deficiency as noted on the 2013 CELLA was the category of Writing due to students having limited opportunity to use the writing process in English outside of the classroom.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and FCAT 2.0.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative assessment: District Interim Assessments Summative assessments: Results of FCAT 2.0 Reading

Action Plan for Improvement

Problem Solving Key

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

G1. For the 2012-2013 school year, 73% of students scored 3.5 or higher. For the 2013-2014 school year, our goal is to increase proficiency by 3 percentage points to 76%.

G1.B1 Student performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

G1.B1.S1 Provide students with the opportunity to use the writing process in order to express ideas and critical analysis.

Action Step 1

Students will participate in small group guided instruction along with peer editing and revision.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Specific student work, site generated narrative writing prompts

Action Step 2

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.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Specific student work, site generated narrative writing prompts

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Interim Assessments, Monthly Writing Prompts

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Interim Assessments, Monthly Writing Prompts

G2. For the 2012-2013 school year, 67% of students met proficiency on the FCAT 2.0 Mathematics Test. For the 2013-2014 school year, our goal is to increase proficiency by 14 percentage points to 81%.

G2.B1 Students in the Hispanic, White, ELL, and Economically Disadvantaged subgroups did not meet AMO. 2013 FCAT performance data indicates that there is a deficiency in the Reporting Category of Numbers: Base Ten & Fractions.

G2.B1.S1 Provide contexts for mathematical exploration and the development of student understanding of fractions.

Action Step 1

A variety of real world lessons will be developed to help students add and subtract fractions with both like and unlike denominators, use models, add and subtract decimals and order fractions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Specific student work, site generated assessments

Action Step 2

Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Specifc student work, site generated assessments

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, quizzes/tests, SuccessMaker reports

Plan to Monitor Effectiveness of G2.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, quizzes/tests, SuccessMaker reports

G2.B2 Performance data for students scoring at level 3 on the FCAT 2.0 indicates that there is a deficiency in the Reporting Category of Numbers: Base Ten & Fractions.

G2.B2.S1 Provide contexts for mathematical exploration and the development of student understanding of fractions.

Action Step 1

Provide opportunities for students to compare and order fractions, including fractions greater than one, using models or strategies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Specific student work, site generated assessments

Action Step 2

Provide opportunities for students to compare and order fractions, mixed numbers, and decimals in the same or different forms and generate equivalent fractions or simplify fractions to lowest terms.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Specific student work, site generated assessments

Facilitator:

Kelley Garcia

Participants:

All Math Teachers K-5th Grade

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, quizzes/tests

Plan to Monitor Effectiveness of G2.B2.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, quizzes/tests

G2.B3 Performance data for students scoring at level 4 or above on the FCAT 2.0 indicates that there is a deficiency in the Reporting Category of Numbers: Base Ten & Fractions.

G2.B3.S1 Provide contexts for mathematical exploration and the development of student understanding of fractions.

Action Step 1

Provide students with enrichment opportunities to practice more complex and rigorous performance tasks that will foster creativity and higher order thinking skills (i.e. Go Math Problem Solving activities, Sum Dog Competitions, Math Bowl, SuccessMaker Competitions, STEM night).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Specific student work, site generated assessments

Action Step 2

Engage students in enrichment activities by utilizing technology, such as Gizmos and FCAT Explorer that include visual stimuli to develop conceptual understanding of numbers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Specific student work, site generated assessments

Plan to Monitor Fidelity of Implementation of G2.B3.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, quizzes/tests

Plan to Monitor Effectiveness of G2.B3.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, quizzes/tests

G2.B4 Performance data for students not making learning gains as noted on the FCAT 2.0 indicates that there is a deficiency in the Reporting Category of Numbers: Base Ten & Fractions.

G2.B4.S1 Provide contexts for the mathematical exploration and the development of student understanding of fractions.

Action Step 1

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.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Specific student work, site generated assessments

Plan to Monitor Fidelity of Implementation of G2.B4.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, quizzes/tests

Plan to Monitor Effectiveness of G2.B4.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, quizzes/tests

G2.B5 Performance data for students in the lowest 25% subgroup not making learning gains as noted on the FCAT 2.0 indicates that there is a deficiency in the Reporting Category of Numbers: Base Ten & Fractions.

G2.B5.S1 Provide contexts for mathematical exploration and the development of student understanding of fractions.

Action Step 1

Provide opportunities for students to identify a fraction from an area or set model, or vice versa, compare and order fractions with like denominators using a model, and identify an equivalent fraction for one-half and one-fourth using a model.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Specific student work, site generated assessments

Action Step 2

Support mathematical fluency and problem solving skills in the areas of: properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Specific student work, site generated assessments

Plan to Monitor Fidelity of Implementation of G2.B5.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, quizzes/tests

Plan to Monitor Effectiveness of G2.B5.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, quizzes/tests

G3. For the 2012-2013 school year, 75% of students met proficiency on the FCAT 2.0 Science Test. For the 2013-2014 school year, our goal is to increase proficiency by 4 percentage points to 79%.

G3.B1 Student performance data for students scoring at Level 3 on the 2013 FCAT indicates that there is a deficiency in Reporting Category 1: Nature of Science. Students need additional practice on inquiry based activities that make connections to real-life experiences.

G3.B1.S1 Provide students with the opportunity to do more project and inquiry based learning.

Action Step 1

Utilize GIZMOS to enhance the learning process in Nature of Science.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Specific student work, site generated assessments, GIZMOS mini-assessments

Facilitator:

Mario Junco

Participants:

Science Teachers 3-5th Grade

Action Step 2

Infuse reading strategies and common core reading standards through the reading of Science passages and FCAT-like questions to provide students with the opportunity to understand and analyze scientific concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Specific student work, site generated assessments

Facilitator:

Kelley Garcia

Participants:

All Science Teachers K-5th Grade

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, quizzes/tests, GIZMOS reports

Plan to Monitor Effectiveness of G3.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, quizzes/tests, GIZMOS reports

G3.B2 Student performance data for students scoring at Level 4 or above on the 2013 FCAT indicates that there is a deficiency in Reporting Category 1: Nature of Science. Students need additional practice on inquiry based activities that make connections to real-life experiences.

G3.B2.S1 Provide students with the opportunity to do more project and inquiry based learning.

Action Step 1

Utilize GIZMOS to enhance the learning process in Nature of Science.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Specific student work, site generated assessments, and GIZMO mini-assessments

Action Step 2

Infuse Reading strategies and Common Core Reading standards through the reading of Sience passages and FCAT-like questions to provide students with the opportunity to understand and analyze scientific concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Specifc student work and site generated assessments

Action Step 3

Provide students with enrichment opportunities to design and develop inquiry-based activities in Reporting Category1 Nature of Science. Students need to be exposed to additional lessons that increase rigor and develop critical thinking skills through reading and writing.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Specific student work and site generated assessment

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, quizzes/tests, GIZMO reports, FCAT Explorer reports, FOCUS assessment reports

Plan to Monitor Effectiveness of G3.B2.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, quizzes/tests, GIZMO reports, FCAT Explorer reports, FOCUS assessment reports

G4. Increase the number of students involved in STEM related experiences.

G4.B1 School data from the 2012-2013 school year indicates that there is a need for more STEM related opportunities.

G4.B1.S1 Provide opportunities for students to participate in STEM related experiences.

Action Step 1

Ensure that all Science and Math classrooms are involved in rigorous engineering/technology project based activities throughout the year.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Specific student work, site generated assessments

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Interim Assessments, quizzes/tests

Plan to Monitor Effectiveness of G4.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Interim Assessments, quizzes/tests

G5. Our goal for the 2013-2014 school year is to decrease the number of students who missed 10% or more of instructional time and students at-risk academically and behaviorally.

G5.B1 There are limited opportunities to recognize students for daily attendance.

G5.B1.S1 Provide opportunities to recognize students and increase incentives for daily attendance.

Action Step 1

Recognize students with perfect attendance through classroom programs such as attendance certificates and morning announcements.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student awards

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

Following the FCIM, monthly data reports will be reviewed and incentives will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student awards

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM, monthly data reports will be reviewed and incentives will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student awards

G5.B2 Students lack the motivation to become active participants in their education.

G5.B2.S1 Provide opportunities for the students to track their own progress and set goals.

Action Step 1

Student/Teacher Data Chats

Person or Persons Responsible

Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Chat Logs

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

Follow the FCIM using data logs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Chat Forms/Log

Plan to Monitor Effectiveness of G5.B2.S1

Follow the FCIM using the student data reports.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Chat Forms

G5.B3 There are limited opportunities for remediation programs.

G5.B3.S1 Provide opportunities for students to attend intervention sessions.

Action Step 1

Maintain a database, identify and meet with students not proficient in Reading by grade 3.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Intervention logs and data reports

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Following the FCIM, monitor intervention data reports.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Intervention data reports

Plan to Monitor Effectiveness of G5.B3.S1

Following the FCIM, monitor intervention data reports.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Intervention data reports

G5.B4 Students are unaware of the requirements based on the Student Code of Conduct and the consequences for non-compliance.

G5.B4.S1 Provide opportunities for students to review the Student Code of Conduct.

Action Step 1

Grade levels will review the Student Code of Conduct and answer any questions the students may have.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Beginning of school year

Evidence of Completion

Acknowledgement of receipt

Plan to Monitor Fidelity of Implementation of G5.B4.S1

Following the FCIM, referral reports will be reviewed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Referral reports

Plan to Monitor Effectiveness of G5.B4.S1

Following the FCIM, referral reports will be reviewed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Referral Reports

G6. Our goal for the 2013-2014 school year is to increase parent participation by 3 percentage points to 80%.

G6.B1 Lack of participation in school wide activities by parents of English Language Learners (ELLs) due to the language barrier.

G6.B1.S1 Provide opportunities for parents to attend workshops through the Parent Academy.

Action Step 1

Provide parent workshops in native languages so that parents can help their children at home. Community resource information will be available to parents.

Person or Persons Responsible

Parent Academy

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in logs

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

Utilizing the FCIM, the school activity binder will be monitored.

Person or Persons Responsible

Administration, EESAC, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in logs, agendas

Plan to Monitor Effectiveness of G6.B1.S1

Utilizing the FCIM, the school activity binder will be monitored.

Person or Persons Responsible

Administration, EESAC, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in logs, agendas

G7. For the 2012-2013 school year, 71% of students met proficiency on the FCAT 2.0 Reading Test. For the 2013-2014 school year, our goal is to increase proficiency by 10 percentage points to 81%.

G7.B1 Students in the Hispanic, White, ELL, and Economically Disadvantaged subgroups did not meet AMO. 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 4: Informational Text/Research Process [LA.3-5.6.1.1]; Students experience difficulties in reading and organizing informational text and text features to perform a task.

G7.B1.S1 Provide students with opportunities to work with informational texts.

Action Step 1

Students will be given the opportunity to describe connections between particular sentences and paragraphs in order to compare and contrast the themes, stories, topics, and key details in one or two grade level appropriate texts using a text feature chart.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

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

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments and quizzes/tests

Plan to Monitor Effectiveness of G7.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments and quizzes/tests

G7.B2 Performance data for students scoring at level 3 on the FCAT 2.0 indicates that there is a deficiency in Reporting Category 4: Informational Text/Research Process [LA.3-5.6.1.1]; Students experience difficulties in reading and organizing informational text and text features to perform a task.

G7.B2.S1 Provide students with opportunities to work with informational texts to support their answers.

Action Step 1

Students will use grade-level appropriate texts to identify and interpret text features within and across informational texts.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Specific student work and site generated assessments

Action Step 2

During common planning, continue to utilize the Item Specs to select appropriate texts that are best aligned to the benchmarks.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Specific student work, student data chats, and site generated assessments

Facilitator:

Sylvia Castro-Hernandez

Participants:

All Reading Teachers K-5th Grade

Plan to Monitor Fidelity of Implementation of G7.B2.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, quizzes/tests, AR reports, FAIR data, Reading Plus reports, and SuccessMaker reports

Plan to Monitor Effectiveness of G7.B2.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, quizzes/tests, AR reports, FAIR data, Reading Plus reports, and SuccessMaker reports

G7.B3 Performance data for students scoring at level 4 or above on the FCAT 2.0 indicates that there is a deficiency in Reporting Category 4: Informational Text/Research Process [LA.3-5.6.1.1]; Students experience difficulties in reading and organizing informational text and text features to perform a task.

G7.B3.S1 Provide students with enrichment opportunities to use informational text to support their answers.

Action Step 1

During Differentiated Instruction (DI), using real-world documents such as, how-to articles, brochures, fliers, and websites, students will use text features to locate, interpret, and organize information.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Specific student work and site generated assessments

Plan to Monitor Fidelity of Implementation of G7.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G7.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G7.B4 Performance data for students not making learning gains as noted on the FCAT 2.0 indicates that there is a deficiency in Reporting Category 4: Informational Text/Research Process [LA.3-5.6.1.1]; Students experience difficulties in reading and organizing informational text and text features to perform a task.

G7.B4.S1 Provide students with opportunities to work with informational texts to support their answers.

Action Step 1

Develop a rotation schedule in order to optimize usage of computers to increase the implementation of Accelerated Reader and Reading Plus.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Reports from Accelerated Reader and Reading Plus

Action Step 2

Analyze and monitor student data using appropriate screening, diagnostic, progress monitoring, and outcome measures for Reading to examine trends, set goals and targets for the year, and differentiate instruction to meet the various needs of students.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

Plan to Monitor Fidelity of Implementation of G7.B4.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, quizzes/tests, Accelerated Reader reports, SuccessMaker reports, and Reading Plus reports

Plan to Monitor Effectiveness of G7.B4.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, quizzes/tests, Accelerated Reader reports, SuccessMaker reports, and Reading Plus reports

G7.B5 Performance data for students in the lowest 25% subgroup not making learning gains as noted on the FCAT 2.0 indicates that there is a deficiency in Reporting Category 4: Informational Text/Research Process [LA.3-5.6.1.1]; Students experience difficulties in reading and organizing informational text and text features to perform a task.

G7.B5.S1 Provide students with opportunities to work with informational texts to support their answers.

Action Step 1

Students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw conclusions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Specific student work and site generated assessments.

Action Step 2

Analyze and monitor student data using appropriate screening, diagnostic, progress monitoring, and outcome measures for Reading to examine trends, set goals and targets for the year, and differentiate instruction to meet the various needs of students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Specific student work and site generated assessments.

Action Step 3

Students will be provided with a rotation schedule in order to optimize usage of computers to increase the implementation of Accelerated Reader, Success Maker and Reading Plus.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Specific student work and site generated assessments

Plan to Monitor Fidelity of Implementation of G7.B5.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, quizzes/tests, AR reports, Success Maker reports, FAIR data, Reading Plus reports

Plan to Monitor Effectiveness of G7.B5.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, quizzes/tests, AR reports, Success Maker reports, FAIR data, Reading Plus reports

G7.B6 The area of deficiency as noted on the 2013 CELLA was the category of Listening and Speaking due to students having limited opportunity to speak in English outside of the classroom.

G7.B6.S1 Provide students with opportunities in and outside of the classroom to speak in English.

Action Step 1

Students will participate in cooperative learning groups to provide opportunities for role play.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Specific student work and site based assessments.

Plan to Monitor Fidelity of Implementation of G7.B6.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, quizzes/tests, AR Reports, Success Maker Reports, FAIR Data, CELLA Data

Plan to Monitor Effectiveness of G7.B6.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, quizzes/tests, AR Reports, Success Maker Reports, FAIR Data, Reading Plus Reports.

G7.B7 The area of deficiency as noted on the 2013 CELLA was the category of Reading due to students having limited opportunity to read and use Reading strategies in English outside of the classroom.

G7.B7.S1 Provide students with opportunities to read in English.

Action Step 1

Differentiated instruction will be employed to address individual student needs along with Reciprocal Teaching Strategies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Specific student work and site generated assessments.

Plan to Monitor Fidelity of Implementation of G7.B7.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, quizzes/tests, AR Reports, Success Maker Reports, FAIR Data, CELLA Data

Plan to Monitor Effectiveness of G7.B7.S1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Interim Assessments, quizzes/tests, AR Reports, Success Maker Reports, FAIR Data, CELLA Data

G7.B8 The area of deficiency as noted on the 2013 CELLA was the category of Writing due to students having limited opportunity to use the writing process in English outside of the classroom.

G7.B8.S1 Provide students with opportunities for planning, drafting, revising and editing writing.

Action Step 1

Students will be exposed to writing activities using graphic organizers to plan, draft with logical sequence, use supporting details and elaboration and incorporate the author's voice during writing instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Specific student work and site generated assessments.

Plan to Monitor Fidelity of Implementation of G7.B8.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, quizzes/tests

Plan to Monitor Effectiveness of G7.B8.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, quizzes/tests

Coordination and Integration

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

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Using title III funds, teachers will be hired for afterschool tutoring of ELL students.

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.

G2. For the 2012-2013 school year, 67% of students met proficiency on the FCAT 2.0 Mathematics Test. For the 2013-2014 school year, our goal is to increase proficiency by 14 percentage points to 81%.

G2.B2 Performance data for students scoring at level 3 on the FCAT 2.0 indicates that there is a deficiency in the Reporting Category of Numbers: Base Ten & Fractions.

G2.B2.S1 Provide contexts for mathematical exploration and the development of student understanding of fractions.

PD Opportunity 1

Provide opportunities for students to compare and order fractions, mixed numbers, and decimals in the same or different forms and generate equivalent fractions or simplify fractions to lowest terms.

Facilitator

Kelley Garcia

Participants

All Math Teachers K-5th Grade

Target Dates or Schedule

Ongoing

Evidence of Completion

Specific student work, site generated assessments

G3. For the 2012-2013 school year, 75% of students met proficiency on the FCAT 2.0 Science Test. For the 2013-2014 school year, our goal is to increase proficiency by 4 percentage points to 79%.

G3.B1 Student performance data for students scoring at Level 3 on the 2013 FCAT indicates that there is a deficiency in Reporting Category 1: Nature of Science. Students need additional practice on inquiry based activities that make connections to real-life experiences.

G3.B1.S1 Provide students with the opportunity to do more project and inquiry based learning.

PD Opportunity 1

Utilize GIZMOS to enhance the learning process in Nature of Science.

Facilitator

Mario Junco

Participants

Science Teachers 3-5th Grade

Target Dates or Schedule

Ongoing

Evidence of Completion

Specific student work, site generated assessments, GIZMOS mini-assessments

PD Opportunity 2

Infuse reading strategies and common core reading standards through the reading of Science passages and FCAT-like questions to provide students with the opportunity to understand and analyze scientific concepts.

Facilitator

Kelley Garcia

Participants

All Science Teachers K-5th Grade

Target Dates or Schedule

Ongoing

Evidence of Completion

Specific student work, site generated assessments

G7. For the 2012-2013 school year, 71% of students met proficiency on the FCAT 2.0 Reading Test. For the 2013-2014 school year, our goal is to increase proficiency by 10 percentage points to 81%.

G7.B2 Performance data for students scoring at level 3 on the FCAT 2.0 indicates that there is a deficiency in Reporting Category 4: Informational Text/Research Process [LA.3-5.6.1.1]; Students experience difficulties in reading and organizing informational text and text features to perform a task.

G7.B2.S1 Provide students with opportunities to work with informational texts to support their answers.

PD Opportunity 1

During common planning, continue to utilize the Item Specs to select appropriate texts that are best aligned to the benchmarks.

Facilitator

Sylvia Castro-Hernandez

Participants

All Reading Teachers K-5th Grade

Target Dates or Schedule

Ongoing

Evidence of Completion

Specific student work, student data chats, and site generated assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	For the 2012-2013 school year, 67% of students met proficiency on the FCAT 2.0 Mathematics Test. For the 2013-2014 school year, our goal is to increase proficiency by 14 percentage points to 81%.	$417
G5.	Our goal for the 2013-2014 school year is to decrease the number of students who missed 10% or more of instructional time and students at-risk academically and behaviorally.	$223
G7.	For the 2012-2013 school year, 71% of students met proficiency on the FCAT 2.0 Reading Test. For the 2013-2014 school year, our goal is to increase proficiency by 10 percentage points to 81%.	$1,000
	Total	$1,640

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Other	Total
EESAC	$1,417	$223	$1,640
Total	$1,417	$223	$1,640

Budget Details

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

G2. For the 2012-2013 school year, 67% of students met proficiency on the FCAT 2.0 Mathematics Test. For the 2013-2014 school year, our goal is to increase proficiency by 14 percentage points to 81%.

G2.B1 Students in the Hispanic, White, ELL, and Economically Disadvantaged subgroups did not meet AMO. 2013 FCAT performance data indicates that there is a deficiency in the Reporting Category of Numbers: Base Ten & Fractions.

G2.B1.S1 Provide contexts for mathematical exploration and the development of student understanding of fractions.

Action Step 1

A variety of real world lessons will be developed to help students add and subtract fractions with both like and unlike denominators, use models, add and subtract decimals and order fractions.

Resource Type

Technology

Resource

Technological resource that provides teacher with supplemental videos to enhance lessons.

Funding Source

EESAC

Amount Needed

$275

Action Step 2

Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice.

Resource Type

Technology

Resource

Sumdog Interactive Math Resource where students are able to practice math skills.

Funding Source

EESAC

Amount Needed

$142

G5. Our goal for the 2013-2014 school year is to decrease the number of students who missed 10% or more of instructional time and students at-risk academically and behaviorally.

G5.B1 There are limited opportunities to recognize students for daily attendance.

G5.B1.S1 Provide opportunities to recognize students and increase incentives for daily attendance.

Action Step 1

Recognize students with perfect attendance through classroom programs such as attendance certificates and morning announcements.

Resource Type

Other

Resource

Medals & Certificates to award students with perfect attendance and academic achievements.

Funding Source

EESAC

Amount Needed

$223

G7. For the 2012-2013 school year, 71% of students met proficiency on the FCAT 2.0 Reading Test. For the 2013-2014 school year, our goal is to increase proficiency by 10 percentage points to 81%.

G7.B2 Performance data for students scoring at level 3 on the FCAT 2.0 indicates that there is a deficiency in Reporting Category 4: Informational Text/Research Process [LA.3-5.6.1.1]; Students experience difficulties in reading and organizing informational text and text features to perform a task.

G7.B2.S1 Provide students with opportunities to work with informational texts to support their answers.

Action Step 1

Students will use grade-level appropriate texts to identify and interpret text features within and across informational texts.

Resource Type

Technology

Resource

Reading Comprehension web-based program.

Funding Source

EESAC

Amount Needed

$1,000