2013-2014 SCHOOL IMPROVEMENT PLAN

Hialeah Elementary School

550 E 8TH ST

Hialeah, FL 33010

305-888-6709

http://hes.dadeschools.net/

School Demographics

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

Alternative/ESE Center	Charter School	Minority Rate
No	No	98%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Hialeah Elementary School

Principal
Rosa B. Iglesias

School Advisory Council chair
Rosamar A. O'Leary

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

Name	Title
Rosa B. Iglesias	Principal
Miriam C. Arthur	Assistant Principal
Natalie Wagner	PK and K Grade Level Chair
Kimberly Richardson	First Grade Grade Level Chair
Miriam Rijo	Second Grade Grade Level Chair
Shanna Patterson	Third Grade Grade Level Chair
Patrice Brookins	Fourth Grade Grade Level Chair
Ariani Alen	Fifth Grade and Special Areas Grade Level Chair

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal (1), UTD Steward (1), Teachers (5), Educational Support (1), Parents (7), Student (1), and BCR (1)

Involvement of the SAC in the development of the SIP

To assist in the preparation, implementation, and evaluation of the School Improvement Plan (SIP); to assist in the preparation and evaluation of the school's annual budget; and to recommend waivers or changes to Florida Statute, Florida Board of Education Rules, School Board Bylaws & Policies, and labor contract provisions.

Activities of the SAC for the upcoming school year

EESAC meets monthly in order to monitor progress related to the implementation of School Improvement Plan strategies, to make decisions about the budget, and to conduct a thorough needs assessment.

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

EESAC funds will be used to purchase Scholastic News Magazines for grades 3-5 in the amount of $2,118.89.
EESAC funds will be used to purchase Everglades for Math in the amount of $944.31.

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:

Rosa B. Iglesias		
Principal	Years as Administrator: 8	Years at Current School: 1

Credentials	Bachelor of Arts in Psychology at St. Thomas University, Master of Science in Guidance and Counseling at St. Thomas University, Specialist in Educational Leadership at Nova Southeastern University.
Performance Record	2013 – School Grade – C Rdg. Proficiency, 51% Math Proficiency, 53% Rdg. Lrg. Gains, 70 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 66 points Math Imp. of Lowest 25% - 63 points Rdg. AMO - No Math AMO - No 2012 – School Grade – B Rdg. Proficiency, 41% Math Proficiency, 53% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 58 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 69 points Rdg. AMO - No Math AMO - No 2011 - School Grade – A Rdg. Proficiency, 60% Math Proficiency, 87% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 81 points Rdg. Imp. of Lowest 2% - 50 points Math Imp. of Lowest 25% - 61 points 2010 - School Grade – A Rdg. Proficiency, 69% Math Proficiency, 76% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 63 points Math Imp. of Lowest 25% - 55 points 2009 - School Grade – A Rdg. Proficiency, 71% Math Proficiency, 52% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 42 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 73 points

Miriam C. Arthur		
Asst Principal	Years as Administrator: 16	Years at Current School: 5

Credentials	B.S. in Psychology and Spanish; M.S. in Elementary Education; Certification in Elementary Education; Spanish (K-12); Educational Leadership
Performance Record	2013 – School Grade – C Rdg. Proficiency, 51% Math Proficiency, 53% Rdg. Lrg. Gains, 70 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 66 points Math Imp. of Lowest 25% - 63 points Rdg. AMO - 59 Math AMO - 61 2012 – School Grade - C Rdg. Proficiency, 48% Math Proficiency, 51% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 62 points Rdg. Imp. of Lowest 25% - 60 points Math Imp. of Lowest 25% - 63 points Rdg. AMO - 55 Math AMO - 57 2011 - School Grade – B Rdg. Proficiency, 68% Math Proficiency, 73% Rdg. Lrg. Gains, 61 points Math Lrg. Gains, 61 points Rdg. Imp. of Lowest 25% - 61 points Math Imp. of Lowest 25% - 78 points 2010 - School Grade – A Rdg. Proficiency, 72% Math Proficiency, 76% Rdg. Lrg. Gains, 73 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 87 points Math Imp. of Lowest 25% - 79 points 2009 - School Grade – A Rdg. Proficiency, 68% Math Proficiency, 75% Rdg. Lrg. Gains, 61 points Math Lrg. Gains, 61 points Rdg. Imp. of Lowest 25% - 58 points Math Imp. of Lowest 25% - 70 points

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

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

Classroom Teachers

# of classroom teachers

45

 # receiving effective rating or higher

45, 100%

 # Highly Qualified Teachers

96%

 # certified in-field

2, 4%

 # ESOL endorsed

41, 91%

 # reading endorsed

4, 9%

 # with advanced degrees

16, 36%

 # National Board Certified

0, 0%

 # first-year teachers

1, 2%

 # with 1-5 years of experience

1, 2%

 # with 6-14 years of experience

22, 49%

 # with 15 or more years of experience

21, 47%

Education Paraprofessionals

# of paraprofessionals

4

 # Highly Qualified

4, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

1

 # 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. The administration will provide strategies and training to allow for expansion in high-need academic areas.
2. Regular meetings of teachers with administrators to discuss and analyze data and needs to attain professional goals.
3. Open-door policy utilized by administrators to address individual or grade level concern.

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

Patrice Brookins, Yolanda Lafont, Delshonna Harris are the mentors.
Mentor will guide mentee on the analysis of data, and on professional development opportunities.
Mentor will guide mentee on development of lesson plans, and general school procedures.
Mentor will guide mentee on the school activities, and school spirit.

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

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

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

The MTSS Leadership Team use 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 towards 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 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 that 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 Tier 1 worksheets completed three times per year.to The MTSS 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 End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.
While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Tier 1(Leadership Team)
Miriam C. Arthur, Assistant Principal, will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;
In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving
Special education personnel (Joyce Kelly and Mari Menendez)
School guidance counselor (Marina Suarez)
School psychologist (Mariann Dominguez)
School social worker (Isabel Bartol)
Member of advisory group, community stakeholders, parents (N/A)
• In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (every two weeks) to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
Miriam C. Arthur, Assistant Principal; Joyce Kelly and Mari Menendez, special education personnel; Marina Suarez, guidance counselor; Mariann Dominguez, school psychologist; Isabel Bartol, school social worker, and members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
Miriam C. Arthur, Assistant Principal; Joyce Kelly and Mari Menendez, special education personnel; Marina Suarez, guidance counselor; Mariann Dominguez, school psychologist; Isabel Bartol, school social worker, members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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 aim lines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS 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 process informs the discussion at MTSS 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 and management might include:
Academic
FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory);
Oral Reading Fluency Measures;
STAR Reading Assessment;
Student's grades;
Baseline Benchmark Assessments;
Interim Assessments;
Success Maker Utilization and Progress Reports;
Reading Plus Utilization and Progress Monitoring;
State/Local Reading, Writing, Math and Science assessments;
FCAT; and
SAT
Behavior
Teacher-student conference;
Student Case Management System;
Detentions;
Teacher-administration-parent conference;
Suspensions/expulsions;
Referrals by student behavior, staff behavior, and administrative context;
Office referrals per day per month;
Team climate surveys;
Attendance; and
Referrals to special education programs.

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

The school will participate in the MTSS district professional development which consists of;
1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. Training for all administrators in the MTSS/RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan; providing support for school staff to understand basic MTSS/RtI principles and

procedures; and providing a network of ongoing support for MTSS/RtI 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: 60

The students will be able to use Reading Plus 4.0, and SuccessMaker, during computer lab time. The computer labs will be available to students one hour before classes start. There will also be before and after school tutoring for the lowest 25 percentile in Reading and Math.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Principal and Assistant Principal will monitor reports from computer assisted programs weekly. Teachers will discuss reports with students, and print their awards for Reading Plus 4.0.

Who is responsible for monitoring implementation of this strategy?

The Principal and the Assistant Principal are responsible for monitoring the implementation of this strategy.

Literacy Leadership Team (LLT)

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

Name	Title
Rosa B. Iglesias	Principal
Miriam C. Arthur	Assistant Principal
Natalie Wagner	Kindergarten teacher and PK-K Grade Level Chair
Kimberly Richardson	First grade teacher and Grade Level Chair
Miriam Rijo	Second grade teacher and Grade Level Chair
Shanna Patterson	Third grade teacher and Grade Level Chair
Patrice Brookins	Fourth grade teacher and Grade Level Chair/ Professional Development Liaison
Ariani Alen	Fifth grade teacher and Grade Level Chair/Special Areas Chair

How the school-based LLT functions

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Reading Leadership Teams will be encouraged to support the development of Lesson Studies, to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Major initiatives of the LLT

The LLT will extend the use of professional development in literacy courses available to the teachers such as Riverdeep, Successmaker, Reading Plus 4.0 and Effective Writing. The LLT will assist teachers with the interpretation of data from all reading management systems. The LLT will also stress the importance of differentiated instruction designed specifically for each classroom, and ensure that there is greater focus and intensity on meeting the needs of the lowest 25 percentile during the specified time frame for differentiated instruction.

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 parents are assisted through the early childhood programs being offered at our school. The assessment tools utilized are:

(1) Learning Accomplishment Profile Diagnostic (LAP-D) which assesses four domains of development with two subscales in each domain: Fine Motor (Writing and Manipulation), Cognitive (Counting and Matching), Language (Naming and Comprehension, and Gross Motor Body Movement and Object Movement).

(2) Phonological and Early Literacy Inventory (P.E.L.I.) which assesses word awareness, rhyme awareness, segmenting, concept of print, alliteration, and blending.

(3) Devereux Early Childhood Assessment (DECA) utilized to assess initiative, attachment, self-control, and behavioral concerns.

The paraprofessionals implement the high scope curriculum with a small group of students, as well as facilitate the plan-do-review portion of high scope. Parental involvement is maintained by the parents completing the district volunteer application, and encouraged to volunteer in the classroom. The programs offered are VPK and ESE. The funding resources for these programs are Title I. Pre-Kindergarten Students with Disability (SWD), and IDEA. Students' readiness for Kindergarten is assessed through articulation between Pre-Kindergarten and Kindergarten teachers. Parents are provided with an orientation night. Screening tools will be re-administered mid-year and at the end of the year in order to determine students learning gains and the need for changes to the instructional/intervention program.

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	59%	51%	No	63%
American Indian				
Asian				
Black/African American	60%	58%	No	64%
Hispanic	60%	50%	No	64%
White				
English language learners	45%	39%	No	51%
Students with disabilities	27%	19%	Yes	34%
Economically disadvantaged	58%	50%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	98	27%	37%
Students scoring at or above Achievement Level 4	81	22%	26%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		70%	73%
Students in lowest 25% making learning gains (FCAT 2.0)		66%	69%

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)	213	56%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	106	28%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	86	23%	31%

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	56	46%	51%
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	61%	53%	No	65%
American Indian				
Asian				
Black/African American	60%	63%	Yes	64%
Hispanic	61%	51%	No	65%
White				
English language learners	48%	42%	No	53%
Students with disabilities	23%	19%	No	31%
Economically disadvantaged	61%	51%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	108	30%	40%
Students scoring at or above Achievement Level 4	78	21%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		63%	67%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	14%	19%
Students scoring at or above Achievement Level 4	24	19%	21%

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)	1		2
Participation in STEM-related experiences provided for students	110	16%	17%

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	48	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	34	5%	4%
Students who are not proficient in reading by third grade	69	59%	53%
Students who receive two or more behavior referrals	45	7%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	9	1%	1%

Goals Summary

G1. All students should show growth on the FCAT 2.0 Reading Assessment.

G2. Grade 4 students target for the 2014 FCAT 2.0 Writing is 51%. This goal will reflect a gain of 5 percentage points for students scoring 3.5 or above, on the 2013 FCAT 2.0 Writing Test.

G3. All students who scored 3 or higher on the 2013 FCAT 2.0 Mathematics will show a growth of 12 percentage points on the 2014 FCAT 2.0 Mathematics Test.

G4. On the 2013 FCAT 2.0 for Science 14% of students scored Level 3 and 19% of the students scored level 4 or higher. The target for Level 3 is 19% and for Level 4 or higher is 21%.

G5. There were 18 classrooms who participated in the School's Science Fair. There were 245 4th and 5th grade students who completed an individual Science Experiment. There were no student participation in the M-DCPS Elementary Science Fair .

G6. All students who show early warning signs will have teacher-parent-administrator conferences.

Goals Detail

G1. All students should show growth on the FCAT 2.0 Reading Assessment.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Teachers
- McGraw-Hill Wonders Reading Series
- Computer software and programs
- Intervention

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted in the 2013 administration of the Reading FCAT 2.0 for the subgroups Black, Hispanic, ELL, and ED was Reporting Category 2 - Reading Application.
- The area of deficiency as noted in the 2013 administration of the Reading FCAT 2.0 for students scoring Level 3 was Reporting Category 2 – Reading Application.
- The area of deficiency as noted in the 2013 administration of the Reading FCAT 2.0 for students scoring at or above achievement Level 4 was Reporting Category 2 – Reading Application.
- The area of deficiency as noted in the 2013 administration of the Reading FCAT 2.0 for students making learning gains was Reporting Category 2 – Reading Application.
- The area of deficiency as noted in the 2013 administration of the Reading FCAT 2.0 for the lowest 25% was Reporting Category 2 – Reading Application.

Plan to Monitor Progress Toward the Goal

Reading FCAT 2.0 and CELLA Test

Person or Persons Responsible
Administrative Team

Target Dates or Schedule:
April 2014

Evidence of Completion:
The Reading FCAT 2.0 Test and the CELLA Test will be used as a summative assessment.

G2. Grade 4 students target for the 2014 FCAT 2.0 Writing is 51%. This goal will reflect a gain of 5 percentage points for students scoring 3.5 or above, on the 2013 FCAT 2.0 Writing Test.

Targets Supported
- Writing

Resources Available to Support the Goal
- Writing grade 4 expository scoring guide, FCAT Writing grade 4 narrative/expository anchor set, Elementary Resources for Intermediate Writing Sample Lessons - Department of Education Language Arts, 2013 FCAT 2.0 Writing Images CD, Holistic Rubric for FCAT Writing 2013 and Beyond.

Targeted Barriers to Achieving the Goal
- The results of the 2013 FCAT 2.0 for Writing demonstrates that 33% of students did not score 3.5 or higher.

Plan to Monitor Progress Toward the Goal

Writing FCAT 2.0

Person or Persons Responsible
Administrative Team

Target Dates or Schedule:
April 2014

Evidence of Completion:
The Writing FCAT 2.0 Test will be used as a summative assessment.

G3. All students who scored 3 or higher on the 2013 FCAT 2.0 Mathematics will show a growth of 12 percentage points on the 2014 FCAT 2.0 Mathematics Test.

Targets Supported

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

Resources Available to Support the Goal

- Teachers, Go Math, differentiated instruction, computer programs, District Pacing Guides

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted in the 2013 administration of the Mathematics FCAT 2.0 for subgroups of Hispanic, ELL SWD and ED attending third and fourth grades was Reporting Category 2 - Number: Fractions/Number: Base Ten and Fractions.

- The area of deficiency as noted in the 2013 administration of the Mathematics FCAT 2.0 for Level 3 students attending third and fourth grades was Reporting Category 2 - Number: Fractions/Number: Base Ten and Fractions.

- The area of deficiency as noted in the 2013 administration of the Mathematics FCAT 2.0 test for Level 4 students attending third and fourth grades was Reporting Category 2 - Number: Fractions/Number: Base Ten and Fractions.

- The area of deficiency as noted in the 2013 administration of the Mathematics FCAT 2.0 for students making learning gains in third and fourth grades was Reporting Category 2 - Number: Fractions/Number: Base Ten and Fractions.

- The area of deficiency as noted in the 2013 administration of the Mathematics FCAT 2.0 for students in the lowest 25% attending third and fourth grades was Reporting Category 2 - Number: Fractions/Number: Base Ten and Fractions.

- The area of deficiency as noted in the 2013 administration of the Mathematics FCAT 2.0 for subgroups of Hispanic, ELL SWD and ED attending fifth grade was Reporting Category 3 - Geometry and Measurement.

- The area of deficiency as noted in the 2013 administration of the Mathematics FCAT 2.0 for Level 3 students attending fifth grade was Reporting Category 3 - Geometry and Measurement.

- The area of deficiency as noted in the 2013 administration of the Mathematics FCAT 2.0 for Level 4 students attending fifth grade was Reporting Category 3 - Geometry and Measurement.

- The area of deficiency as noted in the 2013 administration of the Mathematics FCAT 2.0 for students making learning gains in fifth grade was Reporting Category 3 - Geometry and Measurement.

- The area of deficiency as noted in the 2013 administration of the Mathematics FCAT 2.0 for students in the lowest 25% attending fifth grade was Reporting Category 3 - Geometry and Measurement.

Plan to Monitor Progress Toward the Goal

Mathematics FCAT 2.0

Person or Persons Responsible
Administrative Team

Target Dates or Schedule:
April 2014

Evidence of Completion:
The Mathematics FCAT 2.0 Test will be used as a summative assessment.

G4. On the 2013 FCAT 2.0 for Science 14% of students scored Level 3 and 19% of the students scored level 4 or higher. The target for Level 3 is 19% and for Level 4 or higher is 21%.

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- Gizmo, Discovery Education, resources available through the District Website and District Pacing Guide.

Targeted Barriers to Achieving the Goal
- The area of deficiency for students scoring Level 3 on the FCAT 2.0 Science was Reporting Category 3 - Physical Science.

- The area of deficiency for students scoring Level 4 and higher on the FCAT 2.0 Science was Reporting Category 3 - Physical Science.

Plan to Monitor Progress Toward the Goal

Science FCAT 2.0

Person or Persons Responsible
Administrative Team

Target Dates or Schedule:
April 2014

Evidence of Completion:
The Science FCAT 2.0 Test will be used as a summative assessment.

G5. There were 18 classrooms who participated in the School's Science Fair. There were 245 4th and 5th grade students who completed an individual Science Experiment. There were no student participation in the M-DCPS Elementary Science Fair .

Targets Supported
- STEM

- STEM - All Levels

- STEM - High School

Resources Available to Support the Goal
- Real-world supplies

Targeted Barriers to Achieving the Goal
- No experiences in the Miami-Dade County Elementary Science Fair

- During the 2012-2013 school only 21% of fifth grade students participated in the Science Club.

Plan to Monitor Progress Toward the Goal

Science FCAT 2.0

Person or Persons Responsible
Administrative Team

Target Dates or Schedule:
April 2014

Evidence of Completion:
The Science FCAT 2.0 Test will be used as a summative assessment.

G6. All students who show early warning signs will have teacher-parent-administrator conferences.

Targets Supported

Resources Available to Support the Goal
- Incentives

Targeted Barriers to Achieving the Goal
- Students who miss 10% or more.

- Students who are retained.

- Students who are not proficient in reading by grade 3

- Student with 2 more behavior referrals/one or more that lead to suspension

Plan to Monitor Progress Toward the Goal

Attendance report

Person or Persons Responsible
Administrative Team

Target Dates or Schedule:
June 2014

Evidence of Completion:
Attendance report

Action Plan for Improvement

Problem Solving Key

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

G1. All students should show growth on the FCAT 2.0 Reading Assessment.

G1.B1 The area of deficiency as noted in the 2013 administration of the Reading FCAT 2.0 for the subgroups Black, Hispanic, ELL, and ED was Reporting Category 2 - Reading Application.

G1.B1.S1 Students will increase their ability to understand better reading application skills such as identifying author's purpose, point of view, and main idea.

Action Step 1

Graphic organizers

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student work, mini-assessments, projects, student folders and journals.

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

Following the FCIM model, administrators and teachers will review data from McGraw-Hill Reading Wonders Assessments and adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

McGraw-Hill Reading Wonders Assessments and student work

Plan to Monitor Effectiveness of G1.B1.S1

Baseline and Interim Assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

G1.B1.S2 Students will ask and answer questions referring explicitly to the text as the basis for the answer.

Action Step 1

SuccessMaker

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Monthly SuccessMaker Report

Plan to Monitor Fidelity of Implementation of G1.B1.S2

FCIM conferences

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

Plan to Monitor Effectiveness of G1.B1.S2

Baseline and Interim Assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

G1.B1.S3 Students will identify Author's Purpose for writing, including informing, telling a story, conveying a particular mood, entertaining and explaining.

Action Step 1

Accelerated Reader

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Monthly Accelerated Reader Report

Plan to Monitor Fidelity of Implementation of G1.B1.S3

FCIM conferences

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

Plan to Monitor Effectiveness of G1.B1.S3

Baseline and Interim Assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

G1.B1.S4 Students will use main idea tables to identify stated and implied main idea in text.

Action Step 1

Students will use McGraw-Hill Wonders Reading Series.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

The school will use the STAR assessment, the FAIR assessment, the district Baseline and Interim assessments, unit assessments, and the computer assisted reports as formative assessments.

Plan to Monitor Fidelity of Implementation of G1.B1.S4

FCIM conferences

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

Plan to Monitor Effectiveness of G1.B1.S4

Baseline and Interim Assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

G1.B3 The area of deficiency as noted in the 2013 administration of the Reading FCAT 2.0 for students scoring at or above achievement Level 4 was Reporting Category 2 – Reading Application.

G1.B3.S1 Students will increase their ability to understand better reading application skills such as identifying author's purpose, point of view, and main idea.

Action Step 1

Authentic work including power notes

Person or Persons Responsible

Teachers

Target Dates or Schedule

At the end of each chapter

Evidence of Completion

Student work

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

FCIM conferences

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

Plan to Monitor Effectiveness of G1.B3.S1

Baseline and Interim Assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

G1.B3.S2 Students will read and comprehend literature and informational text at the high end of the grade text complexity band independently and proficiently. Ask and answer questions referring explicitly to the text as the basis for the answers.

Action Step 1

Common themes in literature

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Students authentic work

Plan to Monitor Fidelity of Implementation of G1.B3.S2

FCIM conferences

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

Plan to Monitor Effectiveness of G1.B3.S2

Baseline and Interim Assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

G1.B3.S3 Students will focus on what the author thinks and feels. The students will identify when the main idea is stated or implied.

Action Step 1

Graphic organizers in collaborative learning groups

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Students authentic work

Plan to Monitor Fidelity of Implementation of G1.B3.S3

FCIM conferences

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

Plan to Monitor Effectiveness of G1.B3.S3

Baseline and Interim Assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

G1.B3.S4 Students will have the opportunity to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Action Step 1

Power points presentations

Person or Persons Responsible

Teachers

Target Dates or Schedule

After each unit

Evidence of Completion

Student created power points

Plan to Monitor Fidelity of Implementation of G1.B3.S4

FCIM conferences

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

Plan to Monitor Effectiveness of G1.B3.S4

Baseline and Interim Assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

G1.B4 The area of deficiency as noted in the 2013 administration of the Reading FCAT 2.0 for students making learning gains was Reporting Category 2 – Reading Application.

G1.B4.S1 Students will increase their ability to understand better reading application skills such as identifying author's purpose, point of view, and main idea.

Action Step 1

Author's Purpose Chart.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Students work folders and journals

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

FCIM conferences

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

Plan to Monitor Effectiveness of G1.B4.S1

Baseline and Interim Assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

G1.B4.S2 Students will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.

Action Step 1

McGraw-Hill Wonders Reading Resources

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Students work

Plan to Monitor Fidelity of Implementation of G1.B4.S2

FCIM conferences

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

Plan to Monitor Effectiveness of G1.B4.S2

Baseline and Interim Assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

G1.B4.S3 Students should be able to identify causal relationships imbedded in text.

Action Step 1

Students will identify causal relationships embedded in text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Students work

Plan to Monitor Fidelity of Implementation of G1.B4.S3

FCIM conferences

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

Plan to Monitor Effectiveness of G1.B4.S3

Baseline and Interim Assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

G1.B5 The area of deficiency as noted in the 2013 administration of the Reading FCAT 2.0 for the lowest 25% was Reporting Category 2 – Reading Application.

G1.B5.S1 Students will increase their ability to understand better reading application skills such as identifying author's purpose, point of view, and main idea.

Action Step 1

Intervention Component of the McGraw-Hill Wonders Reading Series

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly benchmark assessments

Facilitator:

Reading Liaison

Participants:

All Reading Teachers

Action Step 2

After school tutoring.

Person or Persons Responsible

Students who are in the lowest 25%.

Target Dates or Schedule

Monday, Wednesday and Friday.

Evidence of Completion

Pre-Test and Post Test.

Action Step 3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

FCIM conferences

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

Plan to Monitor Effectiveness of G1.B5.S1

Baseline and Interim Assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

G1.B5.S2 Students will ask and answer questions referring explicitly to the text as the basis for the answers.

Action Step 1

Differentiated Instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Intervention checklist

Facilitator:

Reading Liaison

Participants:

All Reading Teachers

Plan to Monitor Fidelity of Implementation of G1.B5.S2

FCIM conferences

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

Plan to Monitor Effectiveness of G1.B5.S2

Baseline and Interim Assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

G1.B5.S3 Students will practice identifying topics and theme within texts.

Action Step 1

Foldables

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Students authentic work

Plan to Monitor Fidelity of Implementation of G1.B5.S3

FCIM conferences

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

Plan to Monitor Effectiveness of G1.B5.S3

Baseline and Interim Assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013 January, 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

G1.B5.S4 Students will be familiar with text structures such as cause/effect, compare/contrast, and chronological order.

Action Step 1

SuccessMaker

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Monthly SuccessMaker Reports

Plan to Monitor Fidelity of Implementation of G1.B5.S4

FCIM conferences

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

Plan to Monitor Effectiveness of G1.B5.S4

Baseline and Interim Assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

G2. Grade 4 students target for the 2014 FCAT 2.0 Writing is 51%. This goal will reflect a gain of 5 percentage points for students scoring 3.5 or above, on the 2013 FCAT 2.0 Writing Test.

G2.B1 The results of the 2013 FCAT 2.0 for Writing demonstrates that 33% of students did not score 3.5 or higher.

G2.B1.S1 Students will develop and maintain a writer's notebook/folder to include table of content and list possible topics for first draft.

Action Step 1

Writer's notebook/folder

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Notebook/folder

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

FCIM conferences

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

Plan to Monitor Effectiveness of G2.B1.S1

Baseline and Interim Assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

G2.B1.S2 Apply transitional words/phrases appropriate to the genre to organize and sequence ideas providing fluency in the writing.

Action Step 1

Narrative/Expository prompts

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Narrative/Expository prompts from each student.

Plan to Monitor Fidelity of Implementation of G2.B1.S2

FCIM Conferences

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as formative assessement.

Plan to Monitor Effectiveness of G2.B1.S2

Baseline and Interim Assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as formative assessment.

G3. All students who scored 3 or higher on the 2013 FCAT 2.0 Mathematics will show a growth of 12 percentage points on the 2014 FCAT 2.0 Mathematics Test.

G3.B1 The area of deficiency as noted in the 2013 administration of the Mathematics FCAT 2.0 for subgroups of Hispanic, ELL SWD and ED attending third and fourth grades was Reporting Category 2 - Number: Fractions/Number: Base Ten and Fractions.

G3.B1.S1 Apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division.

Action Step 1

Multiplication drills

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Weekly multiplication quiz

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

FCIM conferences

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

Plan to Monitor Effectiveness of G3.B1.S1

Baseline and Interim Assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

G3.B1.S2 Compare and order fractions, mixed numbers, and decimals in the same or different forms.

Action Step 1

SuccessMaker

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Computer Generated SuccessMaker Report

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

Baseline and Interim Assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

Plan to Monitor Effectiveness of G3.B1.S2

Baseline and Interim Assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

G3.B2 The area of deficiency as noted in the 2013 administration of the Mathematics FCAT 2.0 for Level 3 students attending third and fourth grades was Reporting Category 2 - Number: Fractions/Number: Base Ten and Fractions.

G3.B2.S1 Students will memorize multiplication facts.

Action Step 1

Timed test

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Test/quiz

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

FCIM conferences

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

Plan to Monitor Effectiveness of G3.B2.S1

Baseline and Interim Assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

G3.B2.S2 Students will compare and order fractions, mixed numbers, and decimals in the same or different forms.

Action Step 1

Manipulatives

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student work

Plan to Monitor Fidelity of Implementation of G3.B2.S2

FCIM conferences

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

Plan to Monitor Effectiveness of G3.B2.S2

Baseline and Interim Assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as formative assessment.

G3.B3 The area of deficiency as noted in the 2013 administration of the Mathematics FCAT 2.0 test for Level 4 students attending third and fourth grades was Reporting Category 2 - Number: Fractions/Number: Base Ten and Fractions.

G3.B3.S1 Construct, analyze, and draw conclusions about data displayed in a frequency table, bar graph, pictograph, or line plot.

Action Step 1

Convert student generated surveys into tables, bar graphs, pictographs or line plot.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student authentic work

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

FCIM conferences

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

Plan to Monitor Effectiveness of G3.B3.S1

Baseline and Interim Assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

G3.B4 The area of deficiency as noted in the 2013 administration of the Mathematics FCAT 2.0 for students making learning gains in third and fourth grades was Reporting Category 2 - Number: Fractions/Number: Base Ten and Fractions.

G3.B4.S1 Identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts.

Action Step 1

SuccessMaker

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Computer Generated SuccessMaker Reports

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

FCIM conferences

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

Plan to Monitor Effectiveness of G3.B4.S1

Baseline and Interim Assessment

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, April 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

G3.B4.S2 Relate decimals, fractions, and percents; and comparing and ordering fractions and decimals by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Riverdeep

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Computer Generated Riverdeep Report

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

FCIM conferences

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

Plan to Monitor Effectiveness of G3.B4.S2

Baseline and Interim assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, April 2014

Evidence of Completion

The Baseline and Interim assessments will be used as a formative assessment.

G3.B5 The area of deficiency as noted in the 2013 administration of the Mathematics FCAT 2.0 for students in the lowest 25% attending third and fourth grades was Reporting Category 2 - Number: Fractions/Number: Base Ten and Fractions.

G3.B5.S1 Identify fact families that demonstrate the inverse relationship between multiplication and division.

Action Step 1

Intervention portion of the Go Math Series - Think Central

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Computer Generated Think Central Report

Action Step 2

After school tutoring.

Person or Persons Responsible

Students in the lowest 25%.

Target Dates or Schedule

Tuesday and Thursday

Evidence of Completion

Pre-Test and Post Test.

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

FCIM conferences

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim assessments will be used as formative assessment.

Plan to Monitor Effectiveness of G3.B5.S1

Baseline and Interim assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as formative assessment.

G3.B5.S2 Relate decimals, fractions, and percents; and comparing and ordering fractions and decimals by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

FCAT Explorer

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Computerized FCAT Explorer report.

Plan to Monitor Fidelity of Implementation of G3.B5.S2

Leadership Team

Person or Persons Responsible

FCIM conferences

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

Plan to Monitor Effectiveness of G3.B5.S2

Administrative Team

Person or Persons Responsible

Baseline and Interim Assessments

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

G3.B7 The area of deficiency as noted in the 2013 administration of the Mathematics FCAT 2.0 for Level 3 students attending fifth grade was Reporting Category 3 - Geometry and Measurement.

G3.B7.S1 Provide opportunities for students to determine the volume of prisms and determine the surface area of prisms given a graphic or net.

Action Step 1

SuccessMaker

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Monthly Generated SuccessMaker Reports

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

FCIM conferences

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as formative assessment.

Plan to Monitor Effectiveness of G3.B7.S1

Baseline and Interim assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as formative assessment.

G3.B8 The area of deficiency as noted in the 2013 administration of the Mathematics FCAT 2.0 for Level 4 students attending fifth grade was Reporting Category 3 - Geometry and Measurement.

G3.B8.S1 Identify or describe a situation that requires the use of the area formula in a real-world context.

Action Step 1

Hands-on mini-projects

Person or Persons Responsible

Teachers

Target Dates or Schedule

Twice a month

Evidence of Completion

Student authentic work

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

FCIM conferences

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as formative assessment.

Plan to Monitor Effectiveness of G3.B8.S1

Baseline and Interim assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as formative assessment.

G3.B9 The area of deficiency as noted in the 2013 administration of the Mathematics FCAT 2.0 for students making learning gains in fifth grade was Reporting Category 3 - Geometry and Measurement.

G3.B9.S1 Students will practice determining the area of measurement conversions, area and volume, and coordinate plane and will apply concepts in real-life situations.

Action Step 1

Real-world mini-projects

Person or Persons Responsible

Teachers

Target Dates or Schedule

Twice a month

Evidence of Completion

Students authentic work

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

FCIM conferences

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as formative assessment.

Plan to Monitor Effectiveness of G3.B9.S1

Baseline and Interim assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as formative assessment.

G3.B10 The area of deficiency as noted in the 2013 administration of the Mathematics FCAT 2.0 for students in the lowest 25% attending fifth grade was Reporting Category 3 - Geometry and Measurement.

G3.B10.S1 Students will practice determining the area of measurement conversions, area and volume, and coordinate plane and will apply learned concepts in real-life situations.

Action Step 1

Manipulatives and real-world objects in mini-projects

Person or Persons Responsible

Teachers

Target Dates or Schedule

Twice a month

Evidence of Completion

Student authentic work

Plan to Monitor Fidelity of Implementation of G3.B10.S1

FCIM conferences

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as formative assessment.

Plan to Monitor Effectiveness of G3.B10.S1

Baseline and Interim assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as formative assessment.

G4. On the 2013 FCAT 2.0 for Science 14% of students scored Level 3 and 19% of the students scored level 4 or higher. The target for Level 3 is 19% and for Level 4 or higher is 21%.

G4.B1 The area of deficiency for students scoring Level 3 on the FCAT 2.0 Science was Reporting Category 3 - Physical Science.

G4.B1.S1 Utilize district developed science resources to support NGSSS and gap benchmarks as well as implement all essential laboratories developed by MDCPS.

Action Step 1

District suggested science lab activities and pacing guide resources

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Science journals and displays

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

FCIM conferences

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

Plan to Monitor Effectiveness of G4.B1.S1

Baseline and Interim Assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

G4.B1.S2 Utilize Scholastic News Magazine to increase reading comprehension of informational text that is essential to the Science content.

Action Step 1

Scholastic News Magazine

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Student work

Plan to Monitor Fidelity of Implementation of G4.B1.S2

FCIM conferences

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

Plan to Monitor Effectiveness of G4.B1.S2

Baseline and Interim Assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

G4.B2 The area of deficiency for students scoring Level 4 and higher on the FCAT 2.0 Science was Reporting Category 3 - Physical Science.

G4.B2.S1 Establish a plan and timeline for the development of student projects and increase the participation in Science competitions.

Action Step 1

School wide experiment

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Visual presentation of experiment.

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

FCIM conferences

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as formative assessment.

Plan to Monitor Effectiveness of G4.B2.S1

Baseline and Interim assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as formative assessment.

G4.B2.S2 Foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation.

Action Step 1

Gizmo

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Visual/writen evidence of Gizmo utilization.

Plan to Monitor Fidelity of Implementation of G4.B2.S2

FCIM conferences

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

Plan to Monitor Effectiveness of G4.B2.S2

Baseline and Interim assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

April 2014

Evidence of Completion

The Baseline and Interim assessments will be used as a formative assessment.

G5. There were 18 classrooms who participated in the School's Science Fair. There were 245 4th and 5th grade students who completed an individual Science Experiment. There were no student participation in the M-DCPS Elementary Science Fair .

G5.B1 No experiences in the Miami-Dade County Elementary Science Fair

G5.B1.S1 Each grade level will participate in the School's Science Fair. Kindergarten through second grade will develop one science project per class. Students in third through fifth grade will develop individual projects from which the best ones will be entered in the Miami-Dade County Elementary Science Fair.

Action Step 1

Science Fair

Person or Persons Responsible

Teacher

Target Dates or Schedule

December 2013

Evidence of Completion

Experiments submitted to the Miami-Dade County Elementary Science Fair.

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

FCIM conferences

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

Science Fair entries in the Miami-Dade County Elementary Science Fair

Plan to Monitor Effectiveness of G5.B1.S1

Baseline and Interim Assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as a formative assessment.

G5.B2 During the 2012-2013 school only 21% of fifth grade students participated in the Science Club.

G5.B2.S1 Increase the amount of fifth grade students participating in the Science Club.

Action Step 1

Incentive/Giveaways for students who participate in the Science Club

Person or Persons Responsible

Teacher

Target Dates or Schedule

May 2014

Evidence of Completion

Science Club attendance sheet

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

FCIM conferences

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as formative assessment.

Plan to Monitor Effectiveness of G5.B2.S1

Baseline and Interim assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013, October 2013, January 2014

Evidence of Completion

The Baseline and Interim Assessments will be used as formative assessment.

G6. All students who show early warning signs will have teacher-parent-administrator conferences.

G6.B1 Students who miss 10% or more.

G6.B1.S1 Identify students with perfect attendance for a reward and refer students who may be developing a pattern of non-attendance to the Truancy Child Study Team (TCST) for intervention services.

Action Step 1

After school pizza party

Person or Persons Responsible

Assistant Principal, Counselor and Community Involvement Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance sheets and sign in sheets

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

FCIM conferences

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance sheets

Plan to Monitor Effectiveness of G6.B1.S1

FCIM conferences

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

At the end of each grading period

Evidence of Completion

Truancy Report

G6.B2 Students who are retained.

G6.B2.S1 All students who are retained will be on RtI and they will be monitored weekly.

Action Step 1

Response to Intervention.

Person or Persons Responsible

Teachers, administrators.

Target Dates or Schedule

Weekly

Evidence of Completion

Web-based reports, test scores.

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

Reports and test scores.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

weekly

Evidence of Completion

Reports

Plan to Monitor Effectiveness of G6.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6.B3 Students who are not proficient in reading by grade 3

G6.B3.S1 Students will do Wonder Works intervention.

Action Step 1

Wonder Works Intervention

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Test scores.

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

Reading Wonder Works

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Test scores

Plan to Monitor Effectiveness of G6.B3.S1

Intervention Wonder Works

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Test scores

G6.B4 Student with 2 more behavior referrals/one or more that lead to suspension

G6.B4.S1 The Counselor and/or the Community Involvement Specialist will contact parents of students who have been placed in indoor suspension. Parents will be provided with training on understanding of the Code of Student Conduct.

Action Step 1

Code of Student Conduct.

Person or Persons Responsible

Administrators, MTSS Leadership Team, Discipline Committee, and Counselor

Target Dates or Schedule

During the year

Evidence of Completion

Parent communication log.

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

Code of Student Conduct.

Person or Persons Responsible

Administrators, MTSS Leadership Team, Discipline Committee, and Counselor

Target Dates or Schedule

During the year

Evidence of Completion

Parent communication log.

Plan to Monitor Effectiveness of G6.B4.S1

Code of Student Conduct.

Person or Persons Responsible

Administrators, MTSS Leadership Team, Discipline Committee, and Counselor

Target Dates or Schedule

During the year

Evidence of Completion

Parent communication log.

Coordination and Integration

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

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

* Title I, Part A - Hialeah Elementary School provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the students and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. The Assistant Principal develops, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents at school to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.
* Title I, Part D - The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.
* Title II - The District uses supplemental funds for improving basic education as follows:
Training to certify qualified mentors for the New Teacher (MINT) Program;
Training for add-on endorsement programs, such as Reading, Gifted, ELL; and
Training and substitute release time for Professional Development Liaison (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.
* Title III - N/A
* Title VI, Part B - NA
* Title X - Homeless
The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
* Supplemental Academic Instruction (SAI)
Hialeah Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

* Violence Prevention Programs
Hialeah Elementary School participates in the Peer Mediation Program using the peer to peer approach as conflict resolution through the guidance of the school's counselor.
The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and counselors. Training and technical assistance for teachers, administrators and counselors is also a component of this program.
* Nutrition Programs
Hialeah Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
Nutrition Education, as per state statute, is taught through physical education.
The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Hialeah School participates in the United States Department of Agriculture (USDA) Fresh Fruit and Vegetable Program.
Housing Programs - N/A
Head Start - N/A
Adult Education - N/A
Career and Technical Education - N/A
Job Training - N/A
Other
Hialeah Elementary involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind (NCLB), and other referral services.
Hialeah Elementary increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parent Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.
Hialeah Elementary conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc. with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.
Hialeah Elementary completes Title I Administration Parental Involvement Monthly School Reports (FM-6914) and the Title I Parental Involvement Monthly Activities Reports (FM-6913), and submits to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.
Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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. All students should show growth on the FCAT 2.0 Reading Assessment.

G1.B5 The area of deficiency as noted in the 2013 administration of the Reading FCAT 2.0 for the lowest 25% was Reporting Category 2 – Reading Application.

G1.B5.S1 Students will increase their ability to understand better reading application skills such as identifying author's purpose, point of view, and main idea.

PD Opportunity 1

Intervention Component of the McGraw-Hill Wonders Reading Series

Facilitator

Reading Liaison

Participants

All Reading Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly benchmark assessments

G1.B5.S2 Students will ask and answer questions referring explicitly to the text as the basis for the answers.

PD Opportunity 1

Differentiated Instruction

Facilitator

Reading Liaison

Participants

All Reading Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Intervention checklist

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G4.	On the 2013 FCAT 2.0 for Science 14% of students scored Level 3 and 19% of the students scored level 4 or higher. The target for Level 3 is 19% and for Level 4 or higher is 21%.	$2,118
	Total	$2,118

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Total
EESAC	$2,118	$0	$2,118
EESAC $796.00	$0	$0	$0
Total	$2,118	$0	$2,118

Budget Details

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

G3. All students who scored 3 or higher on the 2013 FCAT 2.0 Mathematics will show a growth of 12 percentage points on the 2014 FCAT 2.0 Mathematics Test.

G3.B5 The area of deficiency as noted in the 2013 administration of the Mathematics FCAT 2.0 for students in the lowest 25% attending third and fourth grades was Reporting Category 2 - Number: Fractions/Number: Base Ten and Fractions.

G3.B5.S1 Identify fact families that demonstrate the inverse relationship between multiplication and division.

Action Step 2

After school tutoring.

Resource Type

Personnel

Resource

Everglades texts.

Funding Source

EESAC $796.00

Amount Needed

$0

G4. On the 2013 FCAT 2.0 for Science 14% of students scored Level 3 and 19% of the students scored level 4 or higher. The target for Level 3 is 19% and for Level 4 or higher is 21%.

G4.B1 The area of deficiency for students scoring Level 3 on the FCAT 2.0 Science was Reporting Category 3 - Physical Science.

G4.B1.S2 Utilize Scholastic News Magazine to increase reading comprehension of informational text that is essential to the Science content.

Action Step 1

Scholastic News Magazine

Resource Type

Evidence-Based Program

Resource

A weekly magzine that is published in different reading levels.

Funding Source

EESAC

Amount Needed

$2,118