



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Benjamin Franklin K 8 Center

13100 NW 12TH AVE

North Miami, FL 33168

305-681-3547

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

School Demographics

School Type
Combination School

Title I
Yes

Free and Reduced Lunch Rate
93%

Alternative/ESE Center
No

Charter School
No

Minority Rate
99%

School Grades History

2013-14
C

2012-13
C

2011-12
B

2010-11
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

Benjamin Franklin K 8 Center

Principal

Mary Ann Gil Alonso

School Advisory Council chair

Wayne Kirkland

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

Name	Title
Mary Ann Alonso	Principal
Maria Levasseur	Assistant Principal
Alten Russell	Math Coach
Eleanor Killings	Reading Coach
Milly Pierre	Science Coach
Ingrid Louis	Reading Coach

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1
 UTD – 1
 Teacher – 5
 Alternate Teacher – 1
 Parents – 9
 Alternate Parent – 1
 Student – 1
 Alternate Student – 1
 Educational Support Employee – 1
 Business/Community Representative - 1

Involvement of the SAC in the development of the SIP

School Advisory Council (SAC) will collaborate with the Literacy Leadership Team (LLT) and Multi-Tiered System of Supports/Response to Instruction/Intervention Team (MTSS/RtI) to create multiple resources and strategies to increase student achievement. The MTSS/RtI Leadership Team meets monthly to ensure the goals and objectives stated in the School Improvement Plan are effectively implemented with fidelity. Additionally, the MTSS/RtI Leadership Team has representatives who attend EESAC meetings in order to assist with identifying anticipated barriers, as well as the development of the School Improvement Plan's goals and strategies. During 2013-2014 school year, the MTSS/RtI Leadership Team provides the EESAC with current data on academic areas of strengths and weaknesses and budgeting hurdles which effects student performance.

Activities of the SAC for the upcoming school year

The purpose of the School Advisory Council (SAC) is to meet monthly in order to monitor our school's improvement planning process. The SAC's primary task is to make the final decision-making at the school relating to the implementation of school improvement. These decisions will be based on data analy

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

The current projection funds used towards school improvement is \$2,692.00. It will be allocated towards the following areas to improve student achievement:

- Reading/Language Arts \$448
- Writing \$448
- Mathematics \$448
- Science \$448
- Technology \$448
- Parental Involvement \$452

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:

Mary Ann Gil Alonso

Principal

Years as Administrator: 17

Years at Current School: 7

Credentials

Certifications in:

- Elementary 1-6
- Primary Education K-3
- Educational Leadership

Performance Record

2013 – School Grade: C
 Rdg. Proficiency, 35%
 Math Proficiency, 44%
 Rdg. Lrg. Gains, 57 points
 Math Lrg. Gains, 58 points
 Rdg. Imp. of Lowest 25% - 64 points
 Math Imp. of Lowest 25% - 49 points
 Rdg. AMO –48
 Math AMO–53

2012 – School Grade: B
 Rdg. Proficiency, 36%
 Math Proficiency, 47%
 Rdg. Lrg. Gains, 72 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% - 84 points
 Math Imp. of Lowest 25% - 76 points
 Rdg. AMO – 43
 Math AMO–49

2011, 2010, and 2009 School Grades
 '11 '10 '09
 School Grades B D B
 High Standards-Rdg 58 55 56
 High Standards-Math 66 59 65
 Lrng Gains –Reading 58 56 62
 Lrng Gains-Math 69 51 55
 Gains-R-25 45 55 57
 Gains-M-25 73 53 75
 AMO

Maria Levasseur

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

- Bachelor of Arts in Biology & Elementary Education
- Masters of Science in Educational Leadership
- Certifications in:
 - Elementary Education K-6
 - ESOL Endorsement
 - Reading Endorsement
 - Educational Leadership

Performance Record

2013 – School Grade: D
 Rdg. Proficiency, 34_%
 Math Proficiency, 42%
 Rdg. Lrg. Gains, 54 points
 Math Lrg. Gains, 46 points
 Rdg. Imp. of Lowest 25% - 66 points
 Math Imp. of Lowest 25% - 51 points
 Rdg. AMO –48
 Math AMO–57
 2012 – School Grade: B
 Rdg. Proficiency, 56%
 Math Proficiency, 47%
 Rdg. Lrg. Gains, 79 points
 Math Lrg. Gains, 56 points
 Rdg. Imp. of Lowest 25% - 90 points
 Math Imp. of Lowest 25% - 47 points
 Rdg. AMO –51
 Math AMO–53
 2011, 2010, and 2009 School Grades
 '11 '10 '09
 School Grades A A A
 High Standards-Rdg 67 72 72
 High Standards-Math 70 70 72
 Lrng Gains –Reading 62 67 68
 Lrng Gains-Math 63 60 67
 Gains-R-25 60 64 62
 Gains-M-25 69 66 65
 AMO

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Eleanor Killings

Full-time / District-based

Years as Coach: 17

Years at Current School: 1

Areas

Reading/Literacy

- Bachelor of Arts in Psychology
- Masters of Science in Elementary Education

Credentials

Certifications in:

- Elementary Education 1-6
- ESOL Endorsement
- Reading Endorsement

Performance Record

2013 – School Grade: D
 Rdg. Proficiency, 26%
 Math Proficiency, 41%
 Rdg. Lrg. Gains, 59 points
 Math Lrg. Gains, 55 points
 Rdg. Imp. of Lowest 25% - 61 points
 Math Imp. of Lowest 25% - 52 points
 Rdg. AMO –47
 Math AMO–40

2012 – School Grade: C
 Rdg. Proficiency, 28%
 Math Proficiency, 37%
 Rdg. Lrg. Gains, 65 points
 Math Lrg. Gains, 83 points
 Rdg. Imp. of Lowest 25% - 85 points
 Math Imp. of Lowest 25% - 66 points
 Rdg. AMO –41
 Math AMO–34

2011 – School Grade: D
 Rdg. Proficiency, 55%
 Math Proficiency, 44%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains, 33 points
 Rdg. Imp. of Lowest 25% - 57 points
 Math Imp. of Lowest 25% - 42 points

2010 – School Grade: C
 Rdg. Proficiency, 48%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 50 points
 Math Lrg. Gains, 56 points
 Rdg. Imp. of Lowest 25% - 60 points
 Math Imp. of Lowest 25% - 58 points

2009 – School Grade: A
 Rdg. Proficiency, 64%
 Math Proficiency, 82%
 Rdg. Lrg. Gains, 66 points
 Math Lrg. Gains, 72 points
 Rdg. Imp. of Lowest 25% - 53 points
 Math Imp. of Lowest 25% - 87 points

Milly Pierre

Full-time / District-based

Years as Coach: 1

Years at Current School: 10

Areas

Science

Credentials

Certifications in:

- General Science 5-9
- Health K-12

Performance Record

2013 – School Grade: C
 Rdg. Proficiency, 35%
 Math Proficiency, 44%
 Rdg. Lrg. Gains, 57 points
 Math Lrg. Gains, 58 points
 Rdg. Imp. of Lowest 25% - 64 points
 Math Imp. of Lowest 25% - 49 points
 Rdg. AMO –48
 Math AMO–53

2012 – School Grade: B
 Rdg. Proficiency, 36%
 Math Proficiency, 47%
 Rdg. Lrg. Gains, 72 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% - 84 points
 Math Imp. of Lowest 25% - 76 points
 Rdg. AMO – 43
 Math AMO–49

2011 – School Grade: B
 Rdg. Proficiency, 58%
 Math Proficiency, 66%
 Rdg. Lrg. Gains, 58 points
 Math Lrg. Gains, 69 points
 Rdg. Imp. of Lowest 25% - 45 points
 Math Imp. of Lowest 25% - 73 points

2010 – School Grade: D
 Rdg. Proficiency, 55%
 Math Proficiency, 59%
 Rdg. Lrg. Gains, 56 points
 Math Lrg. Gains, 51 points
 Rdg. Imp. of Lowest 25% - 55 points
 Math Imp. of Lowest 25% - 53 points

2009 – School Grade: B
 Rdg. Proficiency, 56%
 Math Proficiency, 65%
 Rdg. Lrg. Gains, 62 points
 Math Lrg. Gains, 55 points
 Rdg. Imp. of Lowest 25% - 57 points
 Math Imp. of Lowest 25% - 75 points

Ingrid Louis

Full-time / District-based

Years as Coach: 1

Years at Current School: 3

Areas

Reading/Literacy

Credentials

- Bachelor of Science in Elementary Education
- Masters of Science in Reading

Certifications in:

- Elementary Education K-6
- ESOL Endorsement
- Reading K-12

Performance Record

2013 – School Grade: C

Rdg. Proficiency, 35%

Math Proficiency, 44%

Rdg. Lrg. Gains, 57 points

Math Lrg. Gains, 58 points

Rdg. Imp. of Lowest 25% - 64 points

Math Imp. of Lowest 25% - 49 points

Rdg. AMO –48

Math AMO–53

2012 – School Grade: B

Rdg. Proficiency, 36%

Math Proficiency, 47%

Rdg. Lrg. Gains, 72 points

Math Lrg. Gains, 67 points

Rdg. Imp. of Lowest 25% - 84 points

Math Imp. of Lowest 25% - 76 points

Rdg. AMO – 43

Math AMO–49

2011 – School Grade: B

Rdg. Proficiency, 58%

Math Proficiency, 66%

Rdg. Lrg. Gains, 58 points

Math Lrg. Gains, 69 points

Rdg. Imp. of Lowest 25% - 45 points

Math Imp. of Lowest 25% - 73 points

Alten Russell

Full-time / District-based

Years as Coach: 1

Years at Current School: 4

Areas

Mathematics

Credentials

- Bachelor of Science in ESE
 - Masters of Science in ESE
- Certifications in:
- Elementary Education K-6
 - ESOL Endorsement
 - ESE K-12

Performance Record

2013 – School Grade: C
 Rdg. Proficiency, 35%
 Math Proficiency, 44%
 Rdg. Lrg. Gains, 57 points
 Math Lrg. Gains, 58 points
 Rdg. Imp. of Lowest 25% - 64 points
 Math Imp. of Lowest 25% - 49 points
 Rdg. AMO –48
 Math AMO–53

2012 – School Grade: B
 Rdg. Proficiency, 36%
 Math Proficiency, 47%
 Rdg. Lrg. Gains, 72 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% - 84 points
 Math Imp. of Lowest 25% - 76 points
 Rdg. AMO – 43
 Math AMO–49

2011 – School Grade: B
 Rdg. Proficiency, 58%
 Math Proficiency, 66%
 Rdg. Lrg. Gains, 58 points
 Math Lrg. Gains, 69 points
 Rdg. Imp. of Lowest 25% - 45 points
 Math Imp. of Lowest 25% - 73 points

2010 – School Grade: D
 Rdg. Proficiency, 55%
 Math Proficiency, 59%
 Rdg. Lrg. Gains, 56 points
 Math Lrg. Gains, 51 points
 Rdg. Imp. of Lowest 25% - 55 points
 Math Imp. of Lowest 25% - 53 points

2009 – School Grade: B
 Rdg. Proficiency, 56%
 Math Proficiency, 65%
 Rdg. Lrg. Gains, 62 points
 Math Lrg. Gains, 55 points
 Rdg. Imp. of Lowest 25% - 57 points
 Math Imp. of Lowest 25% - 75 points

Classroom Teachers**# of classroom teachers**

46

receiving effective rating or higher

46, 100%

Highly Qualified Teachers

61%

certified in-field

28, 61%

ESOL endorsed

27, 59%

reading endorsed

4, 9%

with advanced degrees

24, 52%

National Board Certified

0, 0%

first-year teachers

5, 11%

with 1-5 years of experience

7, 15%

with 6-14 years of experience

21, 46%

with 15 or more years of experience

13, 28%

Education Paraprofessionals**# of paraprofessionals**

2

Highly Qualified

2, 100%

Teacher Recruitment and Retention Strategies

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

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

The assistant principal is responsible for ensuring that the newly hired teachers will participate in the District's Mentoring and Induction for New Teachers (M.I.N.T.) program. Regular meeting will be held throughout the year for new teachers by the Principal. Instructional coaches will inform new teachers of on-going professional development. Administration will invite students from the local universities to conduct their student teacher at the school.

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

Newly hired teachers and teachers new to our school are paired up with an instructional coach or veteran teacher in their field of expertise. The mentor and mentee will meet biweekly in a PLC to discuss evidence-based strategies for each domain. The mentor will be given release time to observe the mentee and provide feedback, coaching and planning.

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

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

The members of the school-based leadership team are made up of the following individuals:

- Mary Ann Alonso, Principal
- Maria Levasseur, Assistant Principal
- Eleanor Killings, Reading Coach
- Ingrid Louis, Reading Coach
- Alten Russell, Mathematics Coach
- Milly Pierre, Science Coach
- Remas Cesar, Counselor
- Crystal Archable, Psychologist
- Deborah Ross, ESE teacher

Administrators will schedule and facilitate regular MTSS meetings, ensure attendance of team members, ensure follow through of action plan steps, distribute resources appropriately. Instructional coaches will provide guidance on K-12 reading plan; facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data-based instructional planning; support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. The school support staff (counselor, psychologist, and ESE teacher) will conduct regular meetings to evaluate intervention efforts for students by subject, intervention, and grade.

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

The Leadership Team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
 - What will all students learn? (curriculum based on standards)
 - What progress is expected in each core area?
 - How will we determine if students have made expected levels of progress towards proficiency? (common assessments)

- How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
 - How will we respond when students have learned or already know? (enrichment opportunities).
2. 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.
 3. Hold regular team meetings. Use 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.
 4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
 5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
 6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
 7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
 8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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

1. Data will be used to guide instructional decisions and system procedures for all students to:
 - adjust the delivery of curriculum and instruction to meet the specific needs of students
 - adjust the delivery of behavior management system
 - adjust the allocation of school-based resources
 - drive decisions regarding targeted professional developmentcreate student growth trajectories in order to identify and develop interventions

2. Managed data will 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
- Wonderworks Intervention Checkpoints
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

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

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

The district professional development and support will include:

1. training for all administrators in the 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
2. providing support for school staff to understand basic RtI principles and procedures; and providing a network of ongoing support for RtI organized through feeder patterns
3. information that was gathered and received by the these trainings will be used in parent workshops and parent teacher conferences to explain the MTSS process.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 2,400

Students will receive instruction in Reading, Writing, and Science through before and afterschool tutoring.

Strategy Purpose(s)

- Instruction in core academic subjects

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

We will administer quarterly assessments and monitor the students' academic improvement on district assessments.

Who is responsible for monitoring implementation of this strategy?

The leadership team is responsible for monitoring this strategy.

Literacy Leadership Team (LLT)

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

Name	Title
Mary Ann Alonso	Principal
Ingrid Louis	Reading Coach
Eleanor Killings	Reading Coach
Milly Pierre	Science Coach
Alten Russell	Math Coach
Johanna Lorenzo	Teacher
Beverly Clinch	Teacher

How the school-based LLT functions

A primary function of the school-based LLT is to establish literacy as the school's instructional focus. Identified members of the LLT coordinate and monitor the school's program implementation; coach teachers in order to strengthen instructional strategies; train staff in Reading and Writing Across the Curriculum. This Team, which meets quarterly, also develops measurable goals and benchmarks that coincide with the Next Generation Sunshine State Standards and Common Core State Standards. Professional development is also recommended by the LLT.

Major initiatives of the LLT

Paramount among this year's initiatives will be to actualize an increased number of students who demonstrate mastery of grade-level skills.

The LLT will also implement and engage strategies to increase the number of students who perform above grade level.

Other initiatives undertaken by the LLT will include:

- Monitor consistency of program implementation school-wide aimed at affording each student the opportunity to make adequate progress.
- Identify key support needed by struggling readers and struggling teachers, and intervene appropriately.
- Institute a method to routinely monitor the implementation process and utilize generated data to improve and adjust instruction.
- Pinpoint problem areas in grade levels and classrooms and apply the necessary action to resolve identified areas.
- Maintain an effective system for using instructional support personnel and establish a support system for improvement.
- Establish a process that lends focus to collaborative study of student progress, achievement, and instructional practice.
- Provide instructional support and assistance to teachers as needed.

Every Teacher Contributes to Reading Instruction

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

Reading strategies are implemented in all content areas. All staff is afforded the opportunity to participate in applicable professional development. The Literacy Leadership Team monitors the implementation of school-wide literacy strategies across the curriculum.

Preschool Transition

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

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

In the 7th grade, students take Civics and Career Planning. The purpose of this course is to prepare students to participate as informed citizens of their community, state, and nation by providing them with the knowledge and skills necessary to function in our democratic society. An understanding of the purpose and goals of our democratic society will be developed in order to instill a feeling of pride and patriotism for our system and a desire for civic participation. The content should include, but not be limited to, an understanding of the United States constitutional government, the free enterprise system, the legal system and the development, structure, and function of local, state, and national government within that constitutional framework. The course should lead the student to an understanding of contemporary social issues, a realization of the role of the individual in our democratic system, and an understanding of rights, responsibilities, and obligations.

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

The school promotes academic and career planning by having the students' meet with their teachers quarterly to discuss their academic progress and how it impacts their future academic progress and career.

Strategies for improving student readiness for the public postsecondary level

Our school has a partnership with our high school feeder pattern where members of their leadership team come and speak to our middle school students. They address issues such as the importance of academic excellence, citizenship, and their responsibilities.

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	48%	35%	No	54%
American Indian				
Asian				
Black/African American	47%	32%	No	52%
Hispanic	62%	56%	No	66%
White				
English language learners	41%	30%	No	47%
Students with disabilities	39%	9%	No	45%
Economically disadvantaged	47%	35%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	21%	36%
Students scoring at or above Achievement Level 4	36	12%	18%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		57%	61%
Students in lowest 25% making learning gains (FCAT 2.0)		64%	68%

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)	57	36%	42%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	33	21%	29%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	21	13%	22%

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	28	42%	48%
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	53%	44%	No	58%
American Indian				
Asian				
Black/African American	51%	42%	No	56%
Hispanic	72%	63%	No	75%
White				
English language learners	48%	40%	No	54%
Students with disabilities	36%	21%	No	42%
Economically disadvantaged	53%	44%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	86	27%	39%
Students scoring at or above Achievement Level 4	45	14%	19%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		58%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		49%	54%

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	25	33%	37%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		7%

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)	2		
Participation in STEM-related experiences provided for students	116		

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	24	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	16	4%	3%
Students who are not proficient in reading by third grade	41	63%	57%
Students who receive two or more behavior referrals	37	7%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	13	2%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	24	4%	3%
Students who fail a mathematics course	8	8%	7%
Students who fail an English Language Arts course	7	7%	6%
Students who fail two or more courses in any subject	4	4%	3%
Students who receive two or more behavior referrals	37	7%	6%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	13	2%	1%

Goals Summary

- G1.** The results of the 2013 FCAT 2.0 Reading assessment indicate that 21% of students achieved proficiency (Level 3). Our goal for 2013-2014 school year is to increase the percentage of students achieving proficiency (Level 3) by 15 percentage points to 36%.
- G2.** The results of the 2013 FCAT Grade 4 Writing Test indicated that only 42% of our students received a holistic score of 3.5 or higher. Our goal for the 2014 FCAT Grade 4 Writing assessment is to increase our students' proficiency by 6 percentage points
- G3.** The results of the 2013 FCAT Mathematics Test indicate that 27% percent of students in grades 3-5 achieved Level 3 proficiency. Our goal for the 2014 school year is to increase the number of Level 3 students by 12 percentage points to 39% percent.
- G4.** The results of the 2013 FCAT 2.0 Science assessment indicate that 38% of student achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency (Level 3) by 4 percentage points to 37%.
- G5.** During the 2013-2014 academic year, the Early Warning Systems (EWS) goal is to increase academic achievement by supporting students' needs through school-wide and community resources.

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading assessment indicate that 21% of students achieved proficiency (Level 3). Our goal for 2013-2014 school year is to increase the percentage of students achieving proficiency (Level 3) by 15 percentage points to 36%.

Targets Supported

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

Resources Available to Support the Goal

- Success Maker
- FCAT Explorer
- FCRR materials
- Reading Plus

Targeted Barriers to Achieving the Goal

- Only 9% of our students with disabilities met proficiency on the 2013 administration of the FCAT 2.0 Reading assessment. The area of deficiency, as noted on the 2013 administration of the FCAT 2.0 Reading assessment, was Reading Application.
- In our lowest 25 percentile subgroup, the 2013 administration of the FCAT 2.0 Reading assessment results indicate that 64% achieved proficiency. The area of deficiency, as noted on the 2013 administration of the FCAT 2.0 Reading assessment, was Informational text.
- Only 32% of our Black subgroup, 56% of our Hispanic subgroup, and 35% of our Economically disadvantage subgroup met proficiency on the 2013 administration of the FCAT Reading 2.0 Reading assessment.
- Only 30% of our English Language Learners met proficiency on the 2013 administration of the FCAT 2.0 Reading assessment. The area of deficiency, as noted on the 2013 administration of the FCAT 2.0 Reading assessment, was Vocabulary.
- The 2013 administration of the FCAT 2.0 Cella assessment demonstrated that our English Language Learners continue to lack adequate knowledge of listening and speaking in the English language. Only 36% of students scored proficiency on the listening and speaking CELLA subtest.

Plan to Monitor Progress Toward the Goal

Teachers will follow the gradual release model to deliver instruction to their students.

Person or Persons Responsible

Administration, Reading Coach, and Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Administration will perform walk throughs of the classrooms to ensure the gradual release model is followed with integrity.

G2. The results of the 2013 FCAT Grade 4 Writing Test indicated that only 42% of our students received a holistic score of 3.5 or higher. Our goal for the 2014 FCAT Grade 4 Writing assessment is to increase our students' proficiency by 6 percentage points

Targets Supported

- Writing

Resources Available to Support the Goal

- FCAT Writing Anchor Papers
- FCAT Writing Calibration Paper Sets

Targeted Barriers to Achieving the Goal

- Through classroom observations and analysis of student data there is a need to strengthen implementation of the Writing Process throughout all grade levels.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from students' writing samples.

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative assessments (District Writing Pre-test, Mid-year, Post-Test) will be analyzed to guide instruction. Summative assessment (2014 FCAT 2.0 Writing Assessment) will be reviewed to address goal attainment.

G3. The results of the 2013 FCAT Mathematics Test indicate that 27% percent of students in grades 3-5 achieved Level 3 proficiency. Our goal for the 2014 school year is to increase the number of Level 3 students by 12 percentage points to 39% percent.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC

Resources Available to Support the Goal

- Success Maker
- FCAT Explorer
- Riverdeep

Targeted Barriers to Achieving the Goal

- According to the 2013 FCAT 2.0 Mathematics Assessment results, all students and respective subgroups did not meet the targeted expectation. Only 44% of our students achieved proficiency on the assessment.
- According to the 2013 FCAT 2.0 Mathematics Assessment results, the greatest area of difficulty for the students was in Reporting Category –Geometry and Measurement.

Plan to Monitor Progress Toward the Goal

Conduct grade level discussions that desegregate and analyze the Triiweekly Assessment data to attain teacher feedback on the effectiveness of strategy.

Person or Persons Responsible

Administration, Teacher, and Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Review student work samples and data chat protocol forms in their MTSS/RtI folders every nine weeks.

G4. The results of the 2013 FCAT 2.0 Science assessment indicate that 38% of student achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency (Level 3) by 4 percentage points to 37%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- FCAT Explorer
- Gizmos

Targeted Barriers to Achieving the Goal

- The area of deficiency, as noted on the 2013 administration of the FCAT 2.0 Science assessment for grade 5 was Physical Science. Only 33% of our students achieved a Level 3. Our goal for the 2013-2014 FCAT 2.0 Science assessment is to have 37% of our students achieve proficiency.
- The area of deficiency, as noted on the 2013 administration of the FCAT 2.0 Science assessment for grade 5 was Life Science. Only 5% of our students achieved a Level 4 or 5. Our goal for the 2013-2014 FCAT 2.0 Science assessment is to have 7% of our students achieve proficiency at a level 4 or higher.

Plan to Monitor Progress Toward the Goal

The goal will be met through analysis of current student data to develop the instructional focus calendar. The calendar will be adjusted throughout the year based on the students' abilities to meet proficiency.

Person or Persons Responsible

Administration, Teachers, and Science Coach

Target Dates or Schedule:

Quarterly

Evidence of Completion:

The students will be given formative assessments: baseline, fall, and winter interims.

G5. During the 2013-2014 academic year, the Early Warning Systems (EWS) goal is to increase academic achievement by supporting students' needs through school-wide and community resources.

Targets Supported

- EWS
- EWS - Elementary School
- EWS - Middle School

Resources Available to Support the Goal

- MTSS/RTI Leadership Team
- Community Involvement Specialist
- School Social Worker

Targeted Barriers to Achieving the Goal

- During the 2012-2013 school year, 4% of our students missed 10% or more of available instructional time. This academic year, our goal is to decrease that by 1 percentage point making it only 3% of students.
- During the 2012-2013 school year, 7% of our students received two or more behavior referrals. This academic year, our goal is to decrease that by 1 percentage point making it only 6% of students.
- During the 2012-2013 school year, 2% of our students received one or more behavior referrals that lead to suspension. This academic year, our goal is to decrease that by 1 percentage point making it only 1% of students.

Plan to Monitor Progress Toward the Goal

Increase academic achievement by addressing students' needs through tiered support through school-wide and community resources.

Person or Persons Responsible

Administration and MTSS/RTI team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Attendance reports, Behavioral SCMs, and Instructional assessments

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 FCAT 2.0 Reading assessment indicate that 21% of students achieved proficiency (Level 3). Our goal for 2013-2014 school year is to increase the percentage of students achieving proficiency (Level 3) by 15 percentage points to 36%.

G1.B1 Only 9% of our students with disabilities met proficiency on the 2013 administration of the FCAT 2.0 Reading assessment. The area of deficiency, as noted on the 2013 administration of the FCAT 2.0 Reading assessment, was Reading Application.

G1.B1.S1 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

Teachers will follow the gradual release model to deliver instruction to their students.

Person or Persons Responsible

Administration, Reading Coach, and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Administration will perform walk throughs of the classrooms to ensure the gradual release model is followed with integrity.

Facilitator:

Eleanor Killings

Participants:

Administration, Reading Coach, and Teachers

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

Teachers will follow the gradual release model to deliver instruction to their students.

Person or Persons Responsible

Administration, Reading Coach, and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Administration will perform walk throughs of the classrooms to ensure the gradual release model is followed with integrity.

Plan to Monitor Effectiveness of G1.B1.S1

Teachers will follow the gradual release model to deliver instruction to their students.

Person or Persons Responsible

Administration, Reading Coach, and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Administration will perform walk throughs of the classrooms to ensure the gradual release model is followed with integrity.

G1.B2 In our lowest 25 percentile subgroup, the 2013 administration of the FCAT 2.0 Reading assessment results indicate that 64% achieved proficiency. The area of deficiency, as noted on the 2013 administration of the FCAT 2.0 Reading assessment, was Informational text.

G1.B2.S1 Utilize effective reading comprehension and writing strategies.

Action Step 1

Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.

Person or Persons Responsible

Teachers, and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Review student work samples and protocol forms in their MTSS folders and conduct grade level meetings to discuss strategies, make adjustments in instruction if necessary, and analyze student progress.

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

Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.

Person or Persons Responsible

Teachers, and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Review student work samples and protocol forms in their MTSSI folders and conduct grade level meetings to discuss strategies, make adjustments in instruction if necessary, and analyze student progress.

Plan to Monitor Effectiveness of G1.B2.S1

Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.

Person or Persons Responsible

Teachers, and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Review student work samples and protocol forms in their MTSS folders and conduct grade level meetings to discuss strategies, make adjustments in instruction if necessary, and analyze student progress.

G1.B3 Only 32% of our Black subgroup, 56% of our Hispanic subgroup, and 35% of our Economically disadvantaged subgroup met proficiency on the 2013 administration of the FCAT Reading 2.0 Reading assessment.

G1.B3.S1 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

Teachers will follow the gradual release model to deliver instruction to their students.

Person or Persons Responsible

Teachers, Reading Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Administration will perform walk throughs of the classrooms to ensure the gradual release model is followed with integrity.

Facilitator:

Eleanor Killings

Participants:

Reading Teachers in K-5

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

Administration will perform walk throughs of the classrooms to ensure the gradual release model is followed with integrity.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

During grade level meetings feedback will be shared on the effectiveness of instruction.

Plan to Monitor Effectiveness of G1.B3.S1

Formal assessments (i.e. interim and tri-weekly assessments) will be given periodically to monitor the students' progress. It will assess how effectively students are grasping the lessons delivered.

Person or Persons Responsible

Administration, Coaches, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Data chats will be held by administration and/or Reading coaches to assess and analyze the students' data.

G1.B4 Only 30% of our English Language Learners met proficiency on the 2013 administration of the FCAT 2.0 Reading assessment. The area of deficiency, as noted on the 2013 administration of the FCAT 2.0 Reading assessment, was Vocabulary.

G1.B4.S1 Utilize effective reading comprehension and writing strategies.

Action Step 1

Teachers will deliver reading strategies that will assist students will determining the meaning of words and phrases as they are used in text.

Person or Persons Responsible

Teachers, Coaches, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Administration will perform walk through and look over students' folders and notebooks.

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

Students will utilize these strategies through group work and independent assignments.

Person or Persons Responsible

Teachers, Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Review student work samples and protocol forms in their MTSS folders and conduct grade level meetings to discuss strategies, make adjustments in instruction if necessary, and analyze student progress.

Plan to Monitor Effectiveness of G1.B4.S1

Students will be assessed with interim and tri-weekly assessments.

Person or Persons Responsible

Teachers, Coaches, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Data chats will be conducted by Administration/Coaches to assess the students' proficiency in the areas taught.

G1.B7 The 2013 administration of the FCAT 2.0 Cella assessment demonstrated that our English Language Learners continue to lack adequate knowledge of listening and speaking in the English language. Only 36% of students scored proficiency on the listening and speaking CELLA subtest.

G1.B7.S1 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

The teacher demonstrates to the learner how to do a task, with the expectation that the learner can copy the model. Modeling often involves thinking aloud or talking about how to work through a task.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student responses in their assignments and interactive notebook.

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

Review students' results from assessments designed to evaluate proficiency on benchmarks related to acquiring the English language.

Person or Persons Responsible

Administration, teachers, and coach

Target Dates or Schedule

Ongoing

Evidence of Completion

FAIR and Interim assessments

Plan to Monitor Effectiveness of G1.B7.S1

Through the analysis of current students' data, instructional focus calendar will be adjusted to address students' needs.

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Quarterly

Evidence of Completion

Baseline, Interim, and FAIR assessments and the administration of 2014 CELLA

G2. The results of the 2013 FCAT Grade 4 Writing Test indicated that only 42% of our students received a holistic score of 3.5 or higher. Our goal for the 2014 FCAT Grade 4 Writing assessment is to increase our students' proficiency by 6 percentage points

G2.B1 Through classroom observations and analysis of student data there is a need to strengthen implementation of the Writing Process throughout all grade levels.

G2.B1.S1 Plan for and deliver writing lessons that follow an instructional routine.

Action Step 1

Students will develop and maintain a writer's notebook to list possible topics, determine purpose and audience, and to use organization strategies to make a plan for writing.

Person or Persons Responsible

Coaches and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teachers will review and provide constructive feedback weekly to monitor students' progression in their writers' notebooks.

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

Utilize the state's rubric to assess students' writing samples.

Person or Persons Responsible

Administration, coaches, and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Review students' writing samples to monitor students' progress and ensure proficiency on writing benchmarks. Adjust instruction to address students' needs.

Plan to Monitor Effectiveness of G2.B1.S1

Through classroom observations administrators will review teachers' lesson plans, student writing samples, and data worksheets stored in teachers' assessment binders.

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments such as District Pre-test, Mid-Year, and Post Writing assessment will be analyzed to guide support provided.

G3. The results of the 2013 FCAT Mathematics Test indicate that 27% percent of students in grades 3-5 achieved Level 3 proficiency. Our goal for the 2014 school year is to increase the number of Level 3 students by 12 percentage points to 39% percent.

G3.B1 According to the 2013 FCAT 2.0 Mathematics Assessment results, all students and respective subgroups did not meet the targeted expectation. Only 44% of our students achieved proficiency on the assessment.

G3.B1.S1 Utilize the NGSSS/ Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility Model.

Action Step 1

The administration of Tri-weekly benchmark tests to measure the strands that are being taught. The use of the District Interim Assessment will be shared with all the teachers. The results will be used to make informed decisions about the effectiveness of instructional strategies.

Person or Persons Responsible

Administration and Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Monitoring student progress through Tri-weekly data chats with teachers.

Facilitator:

Alten Russell

Participants:

Administration and Math Coach

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

Conduct grade level discussions that desegregate and analyze the Triweekly Assessment data to attain teacher feedback on the effectiveness of strategy.

Person or Persons Responsible

Administration and Math Coach

Target Dates or Schedule

Tri-weekly Data chat conferences

Evidence of Completion

Review student work samples and data chat protocol forms in their MTSS/Rtl folders every nine weeks.

Plan to Monitor Effectiveness of G3.B1.S1

Conduct grade level discussions that desegregate and analyze the Triweekly Assessment data to attain teacher feedback on the effectiveness of strategy.

Person or Persons Responsible

Administration, Math Coach, and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Review student work samples and data chat protocol forms in their MTSS/Rtl folders every nine weeks.

G3.B2 According to the 2013 FCAT 2.0 Mathematics Assessment results, the greatest area of difficulty for the students was in Reporting Category –Geometry and Measurement.

G3.B2.S1 Incorporate reading comprehension and writing strategies into instruction.

Action Step 1

Teachers will infuse writing strategies to extend students' knowledge of concrete and abstract concepts through the use of interactive journal.

Person or Persons Responsible

Administration, Math coach, and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

The journals will be monitored and assessed by the classroom teacher. Constructive feedback will be entered by the teachers and reviewed to follow students' progress.

Facilitator:

Eleanor Killings, Ingrid Louis

Participants:

Administration, Math coach, and teachers

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

Teachers will infuse writing strategies to extend students' knowledge of concrete and abstract concepts through the use of interactive journal.

Person or Persons Responsible

Administration, Math coach, and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

The journals will be monitored and assessed by the classroom teacher. Constructive feedback will be entered by the teachers and reviewed to follow students' progress.

Plan to Monitor Effectiveness of G3.B2.S1

Teachers will infuse writing strategies to extend students' knowledge of concrete and abstract concepts through the use of interactive journal.

Person or Persons Responsible

Administration, Math coach, and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

The journals will be monitored and assessed by the classroom teacher. Constructive feedback will be entered by the teachers and reviewed to follow students' progress.

G4. The results of the 2013 FCAT 2.0 Science assessment indicate that 38% of student achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency (Level 3) by 4 percentage points to 37%.

G4.B1 The area of deficiency, as noted on the 2013 administration of the FCAT 2.0 Science assessment for grade 5 was Physical Science. Only 33% of our students achieved a Level 3. Our goal for the 2013-2014 FCAT 2.0 Science assessment is to have 37% of our students achieve proficiency.

G4.B1.S1 Utilize planning to develop lessons that incorporate the use of the The Gradual Release Model.

Action Step 1

To overcome this barrier students will be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Person or Persons Responsible

Teachers, Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Teachers will review students' notebooks and provide constructive feedback in regard to their independent and group assignments.

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

Teachers will follow the gradual release model to deliver instruction to their students.

Person or Persons Responsible

Administration, Science Coach, and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Administration will perform walk throughs of the classrooms to ensure the gradual release model is followed with integrity.

Plan to Monitor Effectiveness of G4.B1.S1

Review student results from assessments designed to evaluate proficiency on benchmarks related to the Reporting Category: Physical Science.

Person or Persons Responsible

Administration, Science Coach, and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

The students will be administered district baseline, fall, winter, and post-assessments. In addition, teachers and science coach will meet to discuss and analyze the data

G4.B2 The area of deficiency, as noted on the 2013 administration of the FCAT 2.0 Science assessment for grade 5 was Life Science. Only 5% of our students achieved a Level 4 or 5. Our goal for the 2013-2014 FCAT 2.0 Science assessment is to have 7% of our students achieve proficiency at a level 4 or higher.

G4.B2.S1 Increase rigor in science writing and provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards.

Action Step 1

Students will be able to identify the functions of human body organs, compare and contrast life cycles of Florida plants and animals, identify adaptations in animals and plants that allow them to survive, and trace energy through a food chain.

Person or Persons Responsible

Teachers and Science Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Teachers will regularly assess students' responses in their interactive journals and science reports.

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

Administration will perform walk throughs of the classrooms to ensure that there is increase rigor in the teachers' deliveries of instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

During grade level meetings feedback will be shared on the effectiveness of instruction.

Plan to Monitor Effectiveness of G4.B2.S1

Formal assessments (interim and topic assessments) will be given periodically to monitor the students' progress. It will assess how effectively students are grasping the lessons delivered.

Person or Persons Responsible

Administration, Teachers, and Science Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Data chats will be held by administration and/or Science Coach to assess and analyze the students' data.

G5. During the 2013-2014 academic year, the Early Warning Systems (EWS) goal is to increase academic achievement by supporting students' needs through school-wide and community resources.

G5.B1 During the 2012-2013 school year, 4% of our students missed 10% or more of available instructional time. This academic year, our goal is to decrease that by 1 percentage point making it only 3% of students.

G5.B1.S1 Identify and refer students monthly who have accrued a minimum of ten unexcused absences to the school's attendance review committee.

Action Step 1

Recognize daily school's average attendance and state our attendance goals school wide.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Daily attendance and reviewing attendance monthly during school's attendance review committee meetings.

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

Maintain attendance daily. Review responses from parents and guardians during attendance review committee meetings. Review District reports pertaining to attendance.

Person or Persons Responsible

Administration and MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance review committee meetings and daily attendance reports.

Plan to Monitor Effectiveness of G5.B1.S1

See a decrease in the number of students accruing unexcused absences.

Person or Persons Responsible

Administration and MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance review committee meetings and Daily attendance reports

G5.B2 During the 2012-2013 school year, 7% of our students received two or more behavior referrals. This academic year, our goal is to decrease that by 1 percentage point making it only 6% of students.

G5.B2.S1 The MTSS/Rtl and LLT will address negative behavior by implementing alternate strategies rather than suspend students to alleviate problematic behavior.

Action Step 1

Provide opportunities to recognize positive student behavior through a school wide initiative.

Person or Persons Responsible

MTSS/Rtl Team and LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Do the Right Thing Nominations, Alternative to Suspension Plan, Teacher's Classroom Management systems, and Parent Logs

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

MTSS/RtI team will regularly monitor behavior referrals to target students who repeatedly exhibit inappropriate behavior.

Person or Persons Responsible

MTSS/RtI Team and LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

ISIS, Alternative to Suspension Plans, SCMs monitoring, Parent Contact Logs, SST logs, FAB/BIP logs

Plan to Monitor Effectiveness of G5.B2.S1

Follow FCIM through the use District data and resources to reduce the number of suspensions.

Person or Persons Responsible

MTSS/RtI Team and LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

ISIS

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy 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 schools, 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. Curriculum Coaches develop, 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 at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

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, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers

- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL students (K-12, RFP Process).

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

- 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. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Benjamin Franklin K-8 Center will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Safe and Drug-Free School Violence Prevention

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's School Board.

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
 - Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
 - HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
 - HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
 - HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 FCAT 2.0 Reading assessment indicate that 21% of students achieved proficiency (Level 3). Our goal for 2013-2014 school year is to increase the percentage of students achieving proficiency (Level 3) by 15 percentage points to 36%.

G1.B1 Only 9% of our students with disabilities met proficiency on the 2013 administration of the FCAT 2.0 Reading assessment. The area of deficiency, as noted on the 2013 administration of the FCAT 2.0 Reading assessment, was Reading Application.

G1.B1.S1 Plan for and deliver lessons that follow an instructional routine.

PD Opportunity 1

Teachers will follow the gradual release model to deliver instruction to their students.

Facilitator

Eleanor Killings

Participants

Administration, Reading Coach, and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Administration will perform walk throughs of the classrooms to ensure the gradual release model is followed with integrity.

G1.B3 Only 32% of our Black subgroup, 56% of our Hispanic subgroup, and 35% of our Economically disadvantage subgroup met proficiency on the 2013 administration of the FCAT Reading 2.0 Reading assessment.

G1.B3.S1 Plan for and deliver lessons that follow an instructional routine.

PD Opportunity 1

Teachers will follow the gradual release model to deliver instruction to their students.

Facilitator

Eleanor Killings

Participants

Reading Teachers in K-5

Target Dates or Schedule

Ongoing

Evidence of Completion

Administration will perform walk throughs of the classrooms to ensure the gradual release model is followed with integrity.

G3. The results of the 2013 FCAT Mathematics Test indicate that 27% percent of students in grades 3-5 achieved Level 3 proficiency. Our goal for the 2014 school year is to increase the number of Level 3 students by 12 percentage points to 39% percent.

G3.B1 According to the 2013 FCAT 2.0 Mathematics Assessment results, all students and respective subgroups did not meet the targeted expectation. Only 44% of our students achieved proficiency on the assessment.

G3.B1.S1 Utilize the NGSSS/ Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility Model.

PD Opportunity 1

The administration of Tri-weekly benchmark tests to measure the strands that are being taught. The use of the District Interim Assessment will be shared with all the teachers. The results will be used to make informed decisions about the effectiveness of instructional strategies.

Facilitator

Alten Russell

Participants

Administration and Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Monitoring student progress through Tri-weekly data chats with teachers.

G3.B2 According to the 2013 FCAT 2.0 Mathematics Assessment results, the greatest area of difficulty for the students was in Reporting Category –Geometry and Measurement.

G3.B2.S1 Incorporate reading comprehension and writing strategies into instruction.

PD Opportunity 1

Teachers will infuse writing strategies to extend students' knowledge of concrete and abstract concepts through the use of interactive journal.

Facilitator

Eleanor Killings, Ingrid Louis

Participants

Administration, Math coach, and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

The journals will be monitored and assessed by the classroom teacher. Constructive feedback will be entered by the teachers and reviewed to follow students' progress.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT 2.0 Reading assessment indicate that 21% of students achieved proficiency (Level 3). Our goal for 2013-2014 school year is to increase the percentage of students achieving proficiency (Level 3) by 15 percentage points to 36%.	\$448
G2.	The results of the 2013 FCAT Grade 4 Writing Test indicated that only 42% of our students received a holistic score of 3.5 or higher. Our goal for the 2014 FCAT Grade 4 Writing assessment is to increase our students' proficiency by 6 percentage points	\$448
G3.	The results of the 2013 FCAT Mathematics Test indicate that 27% percent of students in grades 3-5 achieved Level 3 proficiency. Our goal for the 2014 school year is to increase the number of Level 3 students by 12 percentage points to 39% percent.	\$448
G4.	The results of the 2013 FCAT 2.0 Science assessment indicate that 38% of student achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency (Level 3) by 4 percentage points to 37%.	\$448
Total		\$1,792

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Total
EESAC funds	\$448	\$448
SAC	\$1,344	\$1,344
Total	\$1,792	\$1,792

Budget Details

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

G1. The results of the 2013 FCAT 2.0 Reading assessment indicate that 21% of students achieved proficiency (Level 3). Our goal for 2013-2014 school year is to increase the percentage of students achieving proficiency (Level 3) by 15 percentage points to 36%.

G1.B1 Only 9% of our students with disabilities met proficiency on the 2013 administration of the FCAT 2.0 Reading assessment. The area of deficiency, as noted on the 2013 administration of the FCAT 2.0 Reading assessment, was Reading Application.

G1.B1.S1 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

Teachers will follow the gradual release model to deliver instruction to their students.

Resource Type

Evidence-Based Materials

Resource

Common Core Workbooks

Funding Source

EESAC funds

Amount Needed

\$448

G2. The results of the 2013 FCAT Grade 4 Writing Test indicated that only 42% of our students received a holistic score of 3.5 or higher. Our goal for the 2014 FCAT Grade 4 Writing assessment is to increase our students' proficiency by 6 percentage points

G2.B1 Through classroom observations and analysis of student data there is a need to strengthen implementation of the Writing Process throughout all grade levels.

G2.B1.S1 Plan for and deliver writing lessons that follow an instructional routine.

Action Step 1

Students will develop and maintain a writer's notebook to list possible topics, determine purpose and audience, and to use organization strategies to make a plan for writing.

Resource Type

Evidence-Based Materials

Resource

Resources for Writing Camp

Funding Source

SAC

Amount Needed

\$448

G3. The results of the 2013 FCAT Mathematics Test indicate that 27% percent of students in grades 3-5 achieved Level 3 proficiency. Our goal for the 2014 school year is to increase the number of Level 3 students by 12 percentage points to 39% percent.

G3.B1 According to the 2013 FCAT 2.0 Mathematics Assessment results, all students and respective subgroups did not meet the targeted expectation. Only 44% of our students achieved proficiency on the assessment.

G3.B1.S1 Utilize the NGSSS/ Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility Model.

Action Step 1

The administration of Tri-weekly benchmark tests to measure the strands that are being taught. The use of the District Interim Assessment will be shared with all the teachers. The results will be used to make informed decisions about the effectiveness of instructional strategies.

Resource Type

Evidence-Based Materials

Resource

Common Core Workbooks

Funding Source

SAC

Amount Needed

\$448

G4. The results of the 2013 FCAT 2.0 Science assessment indicate that 38% of student achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency (Level 3) by 4 percentage points to 37%.

G4.B1 The area of deficiency, as noted on the 2013 administration of the FCAT 2.0 Science assessment for grade 5 was Physical Science. Only 33% of our students achieved a Level 3. Our goal for the 2013-2014 FCAT 2.0 Science assessment is to have 37% of our students achieve proficiency.

G4.B1.S1 Utilize planning to develop lessons that incorporate the use of the The Gradual Release Model.

Action Step 1

To overcome this barrier students will be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Resource Type

Evidence-Based Materials

Resource

Lab materials

Funding Source

SAC

Amount Needed

\$448