2013-2014 SCHOOL IMPROVEMENT PLAN

Cypress K 8 Center

5400 SW 112TH CT
Miami, FL 33165
305-271-1611
http://cypress.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Combination School	Yes	80%

Alternative/ESE Center	Charter School	Minority Rate
No	No	92%

School Grades History

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

SIP Authority and Template

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

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

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

Table of Contents

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
Cypress K 8 Center

Principal
Melanie L Visnich

School Advisory Council chair
Maritza Bayon

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

Name	Title
Iris Herrera	Teacher
Adrienne Turner	Teacher
Adaray Rodriguez	Teacher
Aydyl Llaguno	Teacher
Flor Quindemil	Teacher
Keri Soto	Teacher
Ethel Burton	Assistant Principal
Terisita Sierra	Media Specialist
Kimberly Still	SPED 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

The SAC membership includes the following: principal -1, UTD steward – 1, teachers – 5, parents – 5, educational support - 1, student – 1, BCR – 3, alternate teacher - 1, alternate educational support - 1, alternate student - 1, and alternate parent -1.

Involvement of the SAC in the development of the SIP

The SAC analyzes and discusses the data. Afterwards the SAC provides input of strategies that will meet the needs of our student population.

Activities of the SAC for the upcoming school year

The SAC meets regularly to review current school data, give input on the School Improvement Plan goals and strategies, and decide on EESAC fund expenditures.

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

The entire amount of school improvement funds available will be utilized to purchase ceiling mounted overhead projectors for all classrooms, to support the reading and language arts curriculum projects.

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

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

NA

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

Administrators

of administrators
2

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

Administrator Information:

Melanie L Visnich		
Principal	Years as Administrator: 20	Years at Current School: 7

Credentials	BA – Elementary Education, University of Florida; Master of Science Curriculum and Instruction, Colorado State University; Education Leadership
Performance Record	2013 – School Grade – B Rdg. Proficiency, 65% Math Proficiency, 69% Rdg. Lrg. Gains, 74 points Math Lrg. Gains, 61 points Rdg. Imp. of Lowest 25% - 73points Math Imp. of Lowest 25% - 45 points Rdg. AMO –79 Math AMO–76 '12 '11 '10 '9 School Grade B A A B High Std. Rdg. 70 90 92 95 High Std. Math 64 89 92 80 Lrg. Gains Rdg. 68 64 74 70 Lrg. Gains Math 64 52 68 43 Gains-Rdg. 25% 75 57 71 80 Gains-Math 25% 60 67 60 48 AMO Reading 77 75 AMO Math 73 71

Ethel Burton		
Asst Principal	Years as Administrator: 4	Years at Current School: 3

Credentials	BA-Criminology, University of Miami; MALS-Liberal Studies, University of Miami and Ed. S.-Educational Leadership, Nova Southeastern University
Performance Record	2013 – School Grade – B Rdg. Proficiency, 65% Math Proficiency, 69% Rdg. Lrg. Gains, 74 points Math Lrg. Gains, 61 points Rdg. Imp. of Lowest 25% - 73points Math Imp. of Lowest 25%-45 points Rdg. AMO – 79 Math AMO – 76 '12 '11 '10 '9 School Grade B A A A High Std. Rdg. 70 90 71 74 High Std. Math 64 89 77 71 Lrg. Gains Rdg. 68 64 65 69 Lrg. Gains Math 64 52 69 66 Gains-Rdg. 25% 75 57 65 77 Gains-Math 25% 60 67 69 68 AMO Reading 77 75 AMO Math 73 71

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
19

receiving effective rating or higher
19, 100%

 # Highly Qualified Teachers
89%

 # certified in-field
18, 95%

 # ESOL endorsed
19, 100%

 # reading endorsed
1, 5%

 # with advanced degrees
3, 16%

 # National Board Certified
4, 21%

 # first-year teachers
0, 0%

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

 # with 6-14 years of experience
5, 26%

 # with 15 or more years of experience
18, 95%

Education Paraprofessionals

# of paraprofessionals
4

 # Highly Qualified
0, 0%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
4

 # 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

We provide opportunities for common planning and lesson studies, in addition to ongoing professional development. New teachers receive mentors through the MINT program, and second year teachers receive buddy teacher support. Ms. Burton, the assistant principal oversees the common planning schedules , mentoring pairs and the school-wide professional development.

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

At this time we do not have any new teachers to the building or the profession.Teachers new to the profession as well as teachers new to the school are provided with a mentor teacher. Strategies are shared through weekly planning sessions, in-class modeling, and coaching.

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

MTSS/RtI team is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

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

Ethel S. Burton, Assistant Principal
Kim Still, Special Education Personnel
Omayda Silva, School Guidance Counselor
Margarita Miguez, School Psychologist

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

Based upon the information from http://www.florida-rti.org/educatorResources/ MTSS_Book_ImplComp_012612.pdf, but not limited to the following:
1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide educational services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.
For Tier 2 students the RtI team will conduct regular meetings to evaluate interventions for students by subject, grade, and intervention.

For TIer 3 SST Problem Solving Team meets with parent to discuss student progress and provide additional support.

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 the MTSS/RtI team to:
•adjust the delivery of curriculum and instruction to meet the specific needs of students
•adjust the delivery of behavior management system
•adjust the allocation of school-based resources
•drive decisions regarding targeted professional development
•create student growth trajectories in order to identify and develop interventions
2.Managed data will include:
Academic
•FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
•Oral Reading Fluency Measures
•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 plan to support understanding of MTSS and build capacity in data-based problem solving will include:
1.Staff will revisit 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
2. Providing support for parents to understand basic MTSS/RtI principles and procedures; and
3. 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: 1,360

The research based strategies Cypress Elementary uses are before and after school tutoring, professional learning communities, and collaborative teacher planning.

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?

Data is collected through FAIR, Interim Assessments, and Technology programs (ie. Success Maker Reports, Reading Plus Reports). Teachers have data chats in grade group meetings to determine effectiveness of strategies and adjust curriculum. Administration meets periodically with teachers to review data and curriculum adjustments.

Who is responsible for monitoring implementation of this strategy?

School administration will monitor the implementation of this stategy.

Literacy Leadership Team (LLT)

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

Name	Title
Maritza Bayon	Reading Liaison
Patricia Rodriguez	Science Liaison
Aydyl Llaguno	Math Liaison
Kim Still	SPED
Omayda Silva	School Guidance Counselor
Margarita Miguez	School Psychologist
Janet Gonzalez	School Social Worker
Miriam Pons	PTA President/Community Stakeholders

How the school-based LLT functions

The Principal and Leadership Team of Cypress Elementary will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and reassessing. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students. The instructional coaches will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The reading coach will also help with the process of grading, recording, and charting student scores.

Major initiatives of the LLT

The major initiatives of the Leadership Team during the 2013-2014 school year will be to continue to have data chats within our learning communities. Focus on identifying which category students belong in for purposes of reading, mathematics and science instruction. Learning gains in reading and mathematics will also be a focus as well as concentrating on the lowest 25% making learning gains.

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 Cypress Elementary 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.

At Cypress Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten with the ECHOS and FAIR in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. The Clinical Evaluation of Language Fundamentals-Preschool (CELF-P) assessment will be used to ascertain oral language skills of incoming students. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Screening data will be collected and aggregated prior to September 10th, 2012. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

Cypress Elementary will expand the "Welcome to Kindergarten" program to build partnership with local early education programs including the in-school prekindergarten program. Through this joint venture, parents, and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the center directors of neighborhood centers. The Administration will direct the office staff to distribute "Smooth Sailing" kindergarten preparation brochures and other documents to interested parents throughout the year.

Expected Improvements

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	79%	65%	No	81%
American Indian				
Asian				
Black/African American				
Hispanic	78%	63%	No	81%
White	84%	81%	No	86%
English language learners	58%	46%	No	63%
Students with disabilities	46%	11%	No	51%
Economically disadvantaged	75%	62%	No	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	51	28%	40%
Students scoring at or above Achievement Level 4	65	36%	41%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		74%	77%
Students in lowest 25% making learning gains (FCAT 2.0)		73%	76%

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)	56	57%	61%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	31	32%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	25	26%	33%

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	34	54%	59%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	76%	69%	No	78%
American Indian				
Asian				
Black/African American				
Hispanic	75%	69%	No	78%
White	84%	69%	No	86%
English language learners	67%	48%	No	70%
Students with disabilities	58%	26%	No	63%
Economically disadvantaged	73%	69%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	34%	40%
Students scoring at or above Achievement Level 4	62	35%	38%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		61%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		45%	51%

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	19	30%	34%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		16%

Florida Alternate Assessment (FAA)

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

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		4
Participation in STEM-related experiences provided for students	78	100%	100%

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	13	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	8	2%	1%
Students who are not proficient in reading by third grade	23	45%	41%
Students who receive two or more behavior referrals	23	7%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	11	3%	2%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. On the 2013 FCAT 2.0 for Reading 65% of students scored at level 3 or above. Our goal on the 2014 FCAT 2.0 for Reading is for 81% of students score at Level 3 or above, an increase of 16 percentage points.

G2. On the 2013 FCAT WRITES 2.0 students scored at 54 percent of the students scored at or above 3.5. Our goal in the 2014 FCAT WRITES 2.0 is to increase to 59%. This is is an increase of 5 percentage points.

G3. On the 2013 FCAT 2.0 for Mathematics 69% of the students scored at a level 3 or higher. Our goal for the 2014 FCAT 2.0 for Mathematics is 78%, an increase of 9 percentage points.

G4. On the 2013 FCAT Science 2.0, 30% or our students scored at level 3. Our goal for the 2014 FCAT 2.0 for Science is 34%, an increase of 4 percentage points.

G5. Increase number of STEM-related experience provided for students from 1 experience in 2012-2013 school year to 4 in 2013-2014 school year.

G6. On the 2013 EWS students need improvement in reading proficiency by grade 3. This year 23 students, 45% were not proficient in Reading by grade 3. Our goal for 2014 FCAT 2.0 for reading 41 an increase of 4 points.

Goals Detail

G1. On the 2013 FCAT 2.0 for Reading 65% of students scored at level 3 or above. Our goal on the 2014 FCAT 2.0 for Reading is for 81% of students score at Level 3 or above, an increase of 16 percentage points.

Targets Supported

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

Resources Available to Support the Goal

- FCAT Explorer

- Reading Plus

- Accelerated Reader

- Success Maker

- Wonders Curriculum

Targeted Barriers to Achieving the Goal

- As noted on the 2013 administration of the FCAT 2.0 Reading Test, the subgroups that did not make AMO are Hispanic 63 percentage points, White 81 percentage points, ELL 46 percentage points, SWD 11 percentage points, and ED 62 percentage points. Proficiency must be increased by the following percentage points 18, 5, 17, 40, and 16 respectively. The areas that demonstrated deficiencies were Literary Analysis and Informational Text/ Research Process.

- As noted on the 2013 administration of the FCAT 2.0 Reading test students that scored at achievement level 3 scored at 28 percentage points. Our goal on the 2014 FCAT 2.0 Reading test is for students scoring at level 3 to score at 40 percentage points, an increase of 12 percentage points. The area of deficiency is in Vocabulary and Reading Application.

- As noted on the 2013 administration of the FCAT 2.0 Reading test students that scored at achievement level 4 and above scored at 36 percentage points. Our goal on the 2014 FCAT 2.0 Reading test is for students scoring at level 3 to score at 41 percentage points, an increase of 5 percentage points. The area of deficiency is in Literary Analysis Fiction /Non Fiction.

- The data from the 2013 FCAT Reading Test indicates students making learning gains increased by 6 percentage points. Our goal on the 2014 FCAT 2.0 Reading test is for students scoring at level 4 or above to increase 3 percentage points. The areas that demonstrated deficiencies in the 2013 FCAT Reading Test were Literary Analysis and Informational Text/Research Process.

- As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percentage of students in the lowest 25% making learning gains decreased by 2 percentage points. Our goal for the 2014 FCAT 2.0 Reading test is for students in the lowest 25% making learning gains increase by 3 percentage points. The areas that demonstrated deficiencies were Reading Application and Informational Text/Research Process.

- As noted on the 2013 administration of the CELLA test, students scored at 57% on the Listening/Speaking portion. Students' home language is Spanish and many have been in this country for a limited amount of time. Students need to acquire grade level listening, speaking, and vocabulary skills as well as academic vocabulary. In the 2014 CELLA test students need to increase proficiency by 4 percentage points in the Listening Speaking portion.

- As noted on the 2013 administration of the CELLA test, students scored at 32% on the Reading portion. Students' home language is Spanish and many have been in this country for a limited amount of time. Students need to acquire grade level reading and vocabulary skills as well as academic vocabulary. In the 2014 CELLA test students need to increase proficiency by 7 percentage points in the Reading portion.

- As noted on the 2013 administration of the CELLA test, students scored 26% on the Writing portion. Students' lack of knowledge of vocabulary, sentence structure and grammar structure causes difficulty with writing. Students are unfamiliar with the writing process. In the 2014 CELLA test students need to increase proficiency by 7 percentage points in the Writing portion.

Plan to Monitor Progress Toward the Goal

Analyze student data and adjust instruction as needed.

Person or Persons Responsible
The Administrator, the LLT along with the MTSS/RtI team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
District Interim Assessment Summative Assessment: 2014 FCAT 2.0 Reading

G2. On the 2013 FCAT WRITES 2.0 students scored at 54 percent of the students scored at or above 3.5. Our goal in the 2014 FCAT WRITES 2.0 is to increase to 59%. This is is an increase of 5 percentage points.

Targets Supported
- Writing

Resources Available to Support the Goal
- Exemplary Text and lessons from the Reading/Language Arts website
- Wonders Curriculum

Targeted Barriers to Achieving the Goal
- As noted on the 2013 administration of the FCAT 2.0 Writing Test 54 percent of the students scored at 3.5 or above. Our goal for the 2014 administration of the FCAT 2.0 WRITING test is for 59% of the students to score at 3.5 or above, an increase of 5 percentage points. Our area of deficiency is extension and elaboration as well as precise word choice and grammar.

Plan to Monitor Progress Toward the Goal

Data Chats with teachers to review informal teacher assessments followed by an adjustment to instruction as needed.

Person or Persons Responsible
The Administrator, the LLT along with the MTSS/RtI team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: District Interim Summative: 2014 FCAT Writes 2.0

G3. On the 2013 FCAT 2.0 for Mathematics 69% of the students scored at a level 3 or higher. Our goal for the 2014 FCAT 2.0 for Mathematics is 78%, an increase of 9 percentage points.

Targets Supported

Resources Available to Support the Goal
- Success Maker
- Think Central
- Riverdeep
- FCAT Explorer
- Gizmos

Targeted Barriers to Achieving the Goal
- As noted on the 2013 FCAT 2.0 Mathematics 48% of the ELL students scored at or above level 3. Our goal for the 2014 FCAT 2.0 Mathematics is for 70% of the ELL students to score at or above level 3, an increase of 22 percentage points. The area of deficiency for ELL students was Numbers: Base Ten & Fractions.

- As noted on the 2013 FCAT 2.0 Mathematics 26% of the SWD students scored at or above level 3. Our goal for the 2014 FCAT 2.0 Mathematics is for 63% of the ELL students to score at or above level 3, an increase of 37 percentage points. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test for SWD students was Geometry and Measurement.

- As noted on the 2013 FCAT 2.0 Mathematics 34% of the students scored at or level 3. Our goal for the 2014 FCAT 2.0 Mathematics is for 40% of the students to score at or above level 3, an increase of 6 percentage points. The area of deficiency for the students was Numbers: Base Ten & Fractions.

- As noted on the 2013 FCAT 2.0 Mathematics 35% of the students scored at level 4 -5. Our goal for the 2014 FCAT 2.0 Mathematics is for 38% of the students to score at a level 4-5, an increase of 3 percentage points. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test for the students was Geometry and Measurement.

- As noted on the 2013 FCAT 2.0 Mathematics 61% of the students made learning gains. Our goal for the 2014 FCAT 2.0 Mathematics is for 65% of the students to make learning gains, an increase of 4 percentage points. The area of deficiency for the students was Numbers: Base Ten & Fractions.

- As noted on the 2013 FCAT 2.0 Mathematics 45% of the students in the lowest 25% made learning gains. Our goal for the 2014 FCAT 2.0 Mathematics is for 51% of the students in the lowest 25% to make learning gains, an increase of 6 percentage points. The area of deficiency for the students was Numbers: Base Ten & Fractions.

Plan to Monitor Progress Toward the Goal

Review students' reports using the FCIM to monitor progress and adjust instruction as needed.

Person or Persons Responsible
The Administrator, the LLT along with the MTSS/RtI team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessment: District Interim Assessment Summative Assessment 2014 Mathematics FCAT 2.0

G4. On the 2013 FCAT Science 2.0, 30% or our students scored at level 3. Our goal for the 2014 FCAT 2.0 for Science is 34%, an increase of 4 percentage points.

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- Aims Curriculum

- Gizmos

- FCAT Explorer

- Florida Achieves

- Discovery and PBS Learning Media

Targeted Barriers to Achieving the Goal
- On the 2013 FCAT 2.0, 30% of our students scored at level 3. Our goal for the 2014 FCAT 2.0 for Science is 34%, an increase of 4 percentage points. The areas of deficiency for students scoring at achievement level 3 as noted on the 2013 administration of the FCAT 2.0 Science Test was Nature of Science and Physical Science.

- As noted on the 2013 FCAT 2.0 Science 14% of the students scored at or above level 4. Our goal for the 2014 FCAT 2.0 Science is for 16% of the students to score at or above level 4, an increase of 2 percentage points. The area of deficiency was Nature of Science and Physical Science.

Plan to Monitor Progress Toward the Goal

Data Chats with teachers to review results of progress towards internalizing the scientific process and adjust instruction as needed.

Person or Persons Responsible
The Administrator along with the MTSS/RtI team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessment: District Interim Assessments, Science Fair Projects Summative: 2014 FCAT 2.0

G5. Increase number of STEM-related experience provided for students from 1 experience in 2012-2013 school year to 4 in 2013-2014 school year.

Targets Supported
- STEM - All Levels

Resources Available to Support the Goal
- Gizmos,

- AIMS

- Florida Achieves

- FCAT Explorer

Targeted Barriers to Achieving the Goal
- In 2013 student had one STEM related experience. Our goal for the 2013-2014 school year is for students to have 4 or more STEM related experiences. Students do not have enough experience with the scientific process.

Plan to Monitor Progress Toward the Goal

Data Chats with teachers to review results of progress on internalizing the scientific process and adjust instruction as needed.

Person or Persons Responsible
The Administrator along with the Science Liaison

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: District Interim Assessment, Science Fair Projects Summative: 2014 FCAT 2.0

G6. On the 2013 EWS students need improvement in reading proficiency by grade 3. This year 23 students, 45% were not proficient in Reading by grade 3. Our goal for 2014 FCAT 2.0 for reading 41 an increase of 4 points.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- CRISS Strategies

- Voracious Vocabulary Weekly School Activity

- Wordly Wise

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Reading Test 45% of the 3rd grade student were not proficient in reading. Our goal for the 2013-2014 school year is to reduce this to 41%, a decrease of 4 percentage points. Parents unfamiliar with the English language are often unable to assist their children with home-learning.

- During the 2012-2013 school year 4% of the students missed 10% or more of available instructional time. Our goal for the 2013-2014 school year is to decrease the percentage to 3%, a decrease of 1 percentage point. Parents are not familiar with the attendance policy and the importance of their children being at school every day. Parents are not familiar with traffic patterns and do not allow enough time to get to school on time.

- In the 2012-2013 school year 3% of the students received 1 or more behavior referrals that led to suspension. Our goal for the 2013-2014 is to decrease by 1 percentage point to 2%.

Plan to Monitor Progress Toward the Goal

Review students' monthly assessment reports using the FCIM to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

The Administrator, the LLT along with the MTSS/RtI team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessment: Monthly Success Maker report, District Interim Assessment Summative Assessment 2014 FCAT 2.0

Action Plan for Improvement

Problem Solving Key

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

G1. On the 2013 FCAT 2.0 for Reading 65% of students scored at level 3 or above. Our goal on the 2014 FCAT 2.0 for Reading is for 81% of students score at Level 3 or above, an increase of 16 percentage points.

G1.B1 As noted on the 2013 administration of the FCAT 2.0 Reading Test, the subgroups that did not make AMO are Hispanic 63 percentage points, White 81 percentage points, ELL 46 percentage points, SWD 11 percentage points, and ED 62 percentage points. Proficiency must be increased by the following percentage points 18, 5, 17, 40, and 16 respectively. The areas that demonstrated deficiencies were Literary Analysis and Informational Text/ Research Process.

G1.B1.S1 Use technology to provide differentiated instruction.

Action Step 1

Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

Person or Persons Responsible

The reading teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Informal Assessment

Facilitator:

Maritza Bayon

Participants:

Reading Teachers

Action Step 2

Use technology including FCAT Explorer, Success Maker, and Reading Plus to provide individualized instructional support.The teacher will also use various strategies such as buddy/partner reading, use of task cards, differentiated instruction, choral reading, and the QAR strategy.

Person or Persons Responsible

The reading teachers.

Target Dates or Schedule

Daily

Evidence of Completion

Rubrics will be developed to assess student learning.

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

Walk throughs

Person or Persons Responsible

Adminstrators

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work samples.

Plan to Monitor Effectiveness of G1.B1.S1

Student progress will be monitored through formal and informal assessment.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Testing

G1.B2 As noted on the 2013 administration of the FCAT 2.0 Reading test students that scored at achievement level 3 scored at 28 percentage points. Our goal on the 2014 FCAT 2.0 Reading test is for students scoring at level 3 to score at 40 percentage points, an increase of 12 percentage points. The area of deficiency is in Vocabulary and Reading Application.

G1.B2.S1 Use information text for comprehension.

Action Step 1

Provide opportunities for students to practice returning to the text to verify answers and use informational text structure chart to assist in comprehending non-fiction text as the teacher guides students to become independent learners

Person or Persons Responsible

The reading teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Informal assessments

Action Step 2

Instruction will include the use of concept maps to build general knowledge of word meaning and relationships, context clues in recognizing synonyms and antonyms and recognizing examples and non-examples of word relationships. Students will also use informational text structure chart to help them comprehend non-fiction text.

Person or Persons Responsible

The reading teachers

Target Dates or Schedule

Daily

Evidence of Completion

Ongoing classroom assessment and teacher observation.

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

Walkthroughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G1.B2.S1

Data chats to assess student progress and adjust instruction as needed.

Person or Persons Responsible

The reading teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Testing

G1.B3 As noted on the 2013 administration of the FCAT 2.0 Reading test students that scored at achievement level 4 and above scored at 36 percentage points. Our goal on the 2014 FCAT 2.0 Reading test is for students scoring at level 3 to score at 41 percentage points, an increase of 5 percentage points. The area of deficiency is in Literary Analysis Fiction /Non Fiction.

G1.B3.S1 Use multiple genres to teach students to identify and interpret elements of story structures.

Action Step 1

Use biographies, diary entries, poetry and drama to help students understand character development and character point. Use poetry to practice identifying descriptive language that defines moods and provides imagery.

Person or Persons Responsible

The teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Rubrics will be developed to assess student learning.

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

Classroom Walk-throughs

Person or Persons Responsible

The Administrators

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student Work samples

Plan to Monitor Effectiveness of G1.B3.S1

Informal Assessments, Data Chats, followed by adjustments to instruction as needed.

Person or Persons Responsible

The Teacher, the Administrators, the LLT, along with the MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark assessment

G1.B4 The data from the 2013 FCAT Reading Test indicates students making learning gains increased by 6 percentage points. Our goal on the 2014 FCAT 2.0 Reading test is for students scoring at level 4 or above to increase 3 percentage points. The areas that demonstrated deficiencies in the 2013 FCAT Reading Test were Literary Analysis and Informational Text/Research Process.

G1.B4.S1 Use technology and FCAT task cards to supports reading comprehension.

Action Step 1

Use technology including FCAT Explorer, Success Maker, Reading Plus, Wonders Program and FCAT Task cards to provide individualized instructional support.

Person or Persons Responsible

The Reading teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Monthly reports and teacher observation.

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

Classroom Walkthroughs

Person or Persons Responsible

The Administrators

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work samples.

Plan to Monitor Effectiveness of G1.B4.S1

Informal Assessments, Data Chats, followed by adjustments to instruction as needed.

Person or Persons Responsible

The Teacher, the Administrators, the LLT, along with the MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Assessment

G1.B5 As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percentage of students in the lowest 25% making learning gains decreased by 2 percentage points. Our goal for the 2014 FCAT 2.0 Reading test is for students in the lowest 25% making learning gains increase by 3 percentage points. The areas that demonstrated deficiencies were Reading Application and Informational Text/Research Process.

G1.B5.S1 Use technology and FCAT Task Cards to support reading comprehension.

Action Step 1

Use technology including FCAT Explorer, Success Maker, Reading Plus, Wonders Program and FCAT Task cards to provide individualized instructional support.

Person or Persons Responsible

The Reading Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Monthly Reports and teacher observations.

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

Classroom Walkthroughs

Person or Persons Responsible

The Administrators

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G1.B5.S1

Informal Assessments, Data chats, followed by adjustments to instruction as needed

Person or Persons Responsible

The Teacher, the Administrators, the LLT, along with the MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Assessment

G1.B6 As noted on the 2013 administration of the CELLA test, students scored at 57% on the Listening/ Speaking portion. Students' home language is Spanish and many have been in this country for a limited amount of time. Students need to acquire grade level listening, speaking, and vocabulary skills as well as academic vocabulary. In the 2014 CELLA test students need to increase proficiency by 4 percentage points in the Listening Speaking portion.

G1.B6.S1 Use repetition and modeling to aid in acquisition of listening and speaking skills.

Action Step 1

Use substitution expansion and paraphrasing during lessons to expose students to new vocabulary. Flexible groups will be used during differentiated instruction.

Person or Persons Responsible

The ELL/Reading Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher observation and informal assessment.

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

Classroom walkthroughs

Person or Persons Responsible

The Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples.

Plan to Monitor Effectiveness of G1.B6.S1

Informal Assessments, Data Chats, followed by adjustments to instruction as needed.

Person or Persons Responsible

The teacher, the administrators, the LLT, along with the MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Testing

G1.B7 As noted on the 2013 administration of the CELLA test, students scored at 32% on the Reading portion. Students' home language is Spanish and many have been in this country for a limited amount of time. Students need to acquire grade level reading and vocabulary skills as well as academic vocabulary. In the 2014 CELLA test students need to increase proficiency by 7 percentage points in the Reading portion.

G1.B7.S1 Use tiered system for vocabulary instruction as depicted in the Wonders curriculum.

Action Step 1

Provide opportunities to develop vocabulary skills by introducing words using the definition, the sentence and connecting the word to their prior knowledge.

Person or Persons Responsible

The Reading Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Informal Assessment

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

Classroom Walkthroughs

Person or Persons Responsible

The Administrators

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G1.B7.S1

Informal and Formal Assessments, Data Chats , followed by adjustments to instruction as needed

Person or Persons Responsible

The Teacher, the Administrators, the LLT, along with the MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark testing

G1.B8 As noted on the 2013 administration of the CELLA test, students scored 26% on the Writing portion. Students' lack of knowledge of vocabulary, sentence structure and grammar structure causes difficulty with writing. Students are unfamiliar with the writing process. In the 2014 CELLA test students need to increase proficiency by 7 percentage points in the Writing portion.

G1.B8.S1 Provide daily opportunities for students to internalize the writing process.

Action Step 1

Use process writing as well as sharing and responding to writing. Additionally reading response journals will be used to provide opportunities for students to record their thoughts and questions about anything they are reading including content area or research material.

Person or Persons Responsible

The ELL/Reading Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher Observation and rubrics.

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

Classroom Walkthroughs

Person or Persons Responsible

The Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Student work.

Plan to Monitor Effectiveness of G1.B8.S1

Informal Assessments, Data Chats, followed by adjustments to instruction as needed.

Person or Persons Responsible

The Teacher, the Administrators, the LLT, along with the MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Testing

G2. On the 2013 FCAT WRITES 2.0 students scored at 54 percent of the students scored at or above 3.5. Our goal in the 2014 FCAT WRITES 2.0 is to increase to 59%. This is is an increase of 5 percentage points.

G2.B1 As noted on the 2013 administration of the FCAT 2.0 Writing Test 54 percent of the students scored at 3.5 or above. Our goal for the 2014 administration of the FCAT 2.0 WRITING test is for 59% of the students to score at 3.5 or above, an increase of 5 percentage points. Our area of deficiency is extension and elaboration as well as precise word choice and grammar.

G2.B1.S1 Students will use the writing process.

Action Step 1

Students will substitute active verbs for common verbs and specific words for general words.

Person or Persons Responsible

The Language Arts Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Writing Prompt

Action Step 2

Students will write complete sentences with correct capitalization including proper nouns, names and the pronoun I and ending punctuation including periods, question marks, exclamation marks, and colons to list and elaborate.

Person or Persons Responsible

The Language Arts Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Writing Prompt

Action Step 3

During writing instruction students will use supporting details and elaborate by providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, and amazing facts) to develop focus and elaboration. Students need additional practice in the necessary skills needed to incorporate real life experience into their writing. Students need to exhibit correct use of language.

Person or Persons Responsible

Language Arts teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly writing prompt

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

Classroom Walk-throughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student Writing Samples

Plan to Monitor Effectiveness of G2.B1.S1

Data Chats with teachers to review informal teacher assessments followed by an adjustment to instruction as needed.

Person or Persons Responsible

The Language Arts Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Writing Prompt

G3. On the 2013 FCAT 2.0 for Mathematics 69% of the students scored at a level 3 or higher. Our goal for the 2014 FCAT 2.0 for Mathematics is 78%, an increase of 9 percentage points.

G3.B1 As noted on the 2013 FCAT 2.0 Mathematics 48% of the ELL students scored at or above level 3. Our goal for the 2014 FCAT 2.0 Mathematics is for 70% of the ELL students to score at or above level 3, an increase of 22 percentage points. The area of deficiency for ELL students was Numbers: Base Ten & Fractions.

G3.B1.S1 Provide opportunities for students to use models or properties in real-world situations and use journals to articulate math concepts.

Action Step 1

Provide opportunities for fifth grade students to: interpret solutions to division situations, including remainders. Add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations. Use journals to articulate math concepts.

Person or Persons Responsible

The Fifth Grade Math Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples and informal assessment.

Facilitator:

Aydyl Llaguno

Participants:

Math Teachers

Action Step 2

Provide opportunities for third grade students to: interpret solutions to division situations, including remainders. Add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations. Use journals to articulate math concepts.

Person or Persons Responsible

The Third Grade Math Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work Samples and informal assessment

Action Step 3

The fourth grade students will Identify and graph integers on a number line; compare and order integers. Use journals to articulate math concepts.

Person or Persons Responsible

The Fourth Grade Math Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work Samples and informal assessment

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

Classroom walk-throughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Math Journals

Plan to Monitor Effectiveness of G3.B1.S1

Review students' monthly reports using the FCIM to monitor progress and adjust instruction as needed.

Person or Persons Responsible

The Administrators and RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Assessment

G3.B2 As noted on the 2013 FCAT 2.0 Mathematics 26% of the SWD students scored at or above level 3. Our goal for the 2014 FCAT 2.0 Mathematics is for 63% of the ELL students to score at or above level 3, an increase of 37 percentage points. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test for SWD students was Geometry and Measurement.

G3.B2.S1 Use of technology to reinforce instruction.

Action Step 1

Provide opportunities for fifth grade students to: interpret solutions to division situations, including remainders. Add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations.

Person or Persons Responsible

The fifth grade Math teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Math Journal

Action Step 2

Provide opportunities for 3rd grade students to compare and order fractions with like denominators using a model.

Person or Persons Responsible

The 3rd grade Math Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Math Journal

Action Step 3

Provide opportunities for 4th grade students to solve real-world problems using multiplication and the related division facts.

Person or Persons Responsible

The 4th grade Math Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Math Journal

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

Classroom Walk-throughs

Person or Persons Responsible

The Administrators

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G3.B2.S1

Data Chats to monitor progress and adjust instruction as needed.

Person or Persons Responsible

The Administrator along with the MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Assessment

G3.B3 As noted on the 2013 FCAT 2.0 Mathematics 34% of the students scored at or level 3. Our goal for the 2014 FCAT 2.0 Mathematics is for 40% of the students to score at or above level 3, an increase of 6 percentage points. The area of deficiency for the students was Numbers: Base Ten & Fractions.

G3.B3.S1 Use technology to reinforce instruction.

Action Step 1

Provide opportunities for 5th grade students to interpret solutions to division situations including remainders.

Person or Persons Responsible

The 5th Math teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Math Journals

Action Step 2

Provide opportunities for 4th grade students to multiply multi-digit whole numbers through 4 digits, including solving real world problems and checking reasonableness of results.

Person or Persons Responsible

The 4th grade Math teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Math Journal

Action Step 3

Provide opportunities for 3rd grade students to apply the inverse property to solve real world problems and to check the solution of a problem involving multiplication or division.

Person or Persons Responsible

The 3rd grade Math teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Math Journal

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

Classroom walkthroughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Math Journals

Plan to Monitor Effectiveness of G3.B3.S1

Data Chats to review student progress and adjust instruction as needed.

Person or Persons Responsible

The Math Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Testing

G3.B4 As noted on the 2013 FCAT 2.0 Mathematics 35% of the students scored at level 4 -5. Our goal for the 2014 FCAT 2.0 Mathematics is for 38% of the students to score at a level 4-5, an increase of 3 percentage points. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test for the students was Geometry and Measurement.

G3.B4.S1 Provide opportunities for students to solve problems based on geometric properties of figures.

Action Step 1

Provide opportunities for 4th grade students to identify or describe a situation that requires the use of formulas in real world context.

Person or Persons Responsible

The 4th grade Math teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Math Journal

Action Step 2

Provide opportunities for 3rd grade students to solve real world problems involving perimeter which may include using an appropriate tool to measure the dimensions of the object.

Person or Persons Responsible

The 3rd grade Math Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Math Journals

Action Step 3

Provide opportunities for 5th grade students to perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time.

Person or Persons Responsible

The 5th grade Math Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work Samples

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

Class Walk-throughs

Person or Persons Responsible

The Administrators

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G3.B4.S1

Data Chats to review student progress and adjust instruction as needed.

Person or Persons Responsible

The Math Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Benchmark Testing

G3.B5 As noted on the 2013 FCAT 2.0 Mathematics 61% of the students made learning gains. Our goal for the 2014 FCAT 2.0 Mathematics is for 65% of the students to make learning gains, an increase of 4 percentage points. The area of deficiency for the students was Numbers: Base Ten & Fractions.

G3.B5.S1 Use technology to differentiate instruction.

Action Step 1

Provide opportunities for 3rd grade students to identify a fraction including fractions greater than 1, using area, set, and linear models.

Person or Persons Responsible

The 3rd grade Math teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples

Action Step 2

Support 4th grade students mathematical fluency and problem solving skills in the area of related decimals, fractions, and percents; and comparing and ordering fractions and decimals by providing time to practice and apply learned concepts in real life situations.

Person or Persons Responsible

The 4th grade Math teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Informal Assessment

Action Step 3

Support 5th grade students mathematical fluency and problem solving skills in the area of multi-digit division and addition and subtraction with fractions, mixed numbers and decimals by providing time to practice and apply learned concepts in real life situations.

Person or Persons Responsible

The 5th grade Math teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Informal Assessment

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

Classroom Walk throughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G3.B5.S1

Data Chats to review student progress and adjust instruction as needed.

Person or Persons Responsible

The Math Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Assessment

G3.B6 As noted on the 2013 FCAT 2.0 Mathematics 45% of the students in the lowest 25% made learning gains. Our goal for the 2014 FCAT 2.0 Mathematics is for 51% of the students in the lowest 25% to make learning gains, an increase of 6 percentage points. The area of deficiency for the students was Numbers: Base Ten & Fractions.

G3.B6.S1 Use technology to provide differentiated instruction.

Action Step 1

Provide opportunities for 3rd grade students to compare and order fractions with like denominators using a model.

Person or Persons Responsible

The third grade Math Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Informal Assessment

Action Step 2

Provide opportunities for 4th grade students to solve real world problems using multiplication and the related division facts.

Person or Persons Responsible

Fourth grade Math Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Informal Assessment

Action Step 3

Provide opportunities for fifth grade students to: interpret solutions to division situations, including remainders. Add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations.

Person or Persons Responsible

The fifth grade Math teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Informal Assessment

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

Classroom Walkthroughs

Person or Persons Responsible

The Administrators

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G3.B6.S1

Data Chats to review student progress and adjust instruction as needed.

Person or Persons Responsible

The Math Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Benchmark Assessment

G3.B6.S2 Provide after-school tutoring for students in lowest 25 percentile as well as additional students identified by the teacher.

Action Step 1

Provide opportunities for students to review benchmarks in need of remediation as evidenced by Winter IA (Numbers: Operations, Problems, and Statistics as well as Number: Fractions)

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

After-school Monday through Thursday

Evidence of Completion

Informal Assessment

Plan to Monitor Fidelity of Implementation of G3.B6.S2

Monitor attendance logs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G3.B6.S2

Informal Assessments to provide data and adjust remediation as needed.

Person or Persons Responsible

The Math Teachers

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Informal Assessment Data

G4. On the 2013 FCAT Science 2.0, 30% or our students scored at level 3. Our goal for the 2014 FCAT 2.0 for Science is 34%, an increase of 4 percentage points.

G4.B1 On the 2013 FCAT 2.0, 30% of our students scored at level 3. Our goal for the 2014 FCAT 2.0 for Science is 34%, an increase of 4 percentage points. The areas of deficiency for students scoring at achievement level 3 as noted on the 2013 administration of the FCAT 2.0 Science Test was Nature of Science and Physical Science.

G4.B1.S1 Use instructional technology to enhance and re-mediate student conceptual understanding of topics being addressed.

Action Step 1

Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, and promote the use instructional technology to enhance and re-mediate student conceptual understanding of topics being addressed.

Person or Persons Responsible

The Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Informal Assessment

Facilitator:

Patricia Rodriguez

Participants:

Science Teachers

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

Classroom walk-throughs

Person or Persons Responsible

The Administrators

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Science Journal

Plan to Monitor Effectiveness of G4.B1.S1

Data chats with teachers to review results of progress towards internalizing the scientific process and adjust instruction as needed.

Person or Persons Responsible

The Administrators along with the MTSS/RtI team and the Science Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Testing

G4.B2 As noted on the 2013 FCAT 2.0 Science 14% of the students scored at or above level 4. Our goal for the 2014 FCAT 2.0 Science is for 16% of the students to score at or above level 4, an increase of 2 percentage points. The area of deficiency was Nature of Science and Physical Science.

G4.B2.S1 Provide opportunities for students to write and/or speak to explain concept acquisition.

Action Step 1

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.

Person or Persons Responsible

The Science Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Science Journals

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

Classroom Walkthroughs

Person or Persons Responsible

Admistrators

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Science Journals

Plan to Monitor Effectiveness of G4.B2.S1

Data Chats to review student progress and adjust instruction as needed.

Person or Persons Responsible

The Science Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Assessment

G5. Increase number of STEM-related experience provided for students from 1 experience in 2012-2013 school year to 4 in 2013-2014 school year.

G5.B1 In 2013 student had one STEM related experience. Our goal for the 2013-2014 school year is for students to have 4 or more STEM related experiences. Students do not have enough experience with the scientific process.

G5.B1.S1 Teacher will model scientific process and provide many opportunities for the student to internalize the steps of the scientific method.

Action Step 1

Students will compile a science journal to record scientific process learning opportunities.

Person or Persons Responsible

The Science Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Science Journal

Action Step 2

Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Life Science.

Person or Persons Responsible

The Science Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Science Fair Project

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

Classroom walk-through

Person or Persons Responsible

The Administrators

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G5.B1.S1

Data Chats with teachers to review results of progress towards internalizing the scientific process and adjust instruction when needed.

Person or Persons Responsible

The Administrators and the Science Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Benchmark Testing

G6. On the 2013 EWS students need improvement in reading proficiency by grade 3. This year 23 students, 45% were not proficient in Reading by grade 3. Our goal for 2014 FCAT 2.0 for reading 41 an increase of 4 points.

G6.B1 On the 2013 FCAT 2.0 Reading Test 45% of the 3rd grade student were not proficient in reading. Our goal for the 2013-2014 school year is to reduce this to 41%, a decrease of 4 percentage points. Parents unfamiliar with the English language are often unable to assist their children with home-learning.

G6.B1.S1 Provide assistance and availability of technology before and after-school to reinforce and re-mediate learning.

Action Step 1

School will open the computer lab from 7:30 to 8:00 so that at risk students can use technology to re-mediate and reinforce learning. In addition after-school tutoring will be provided.

Person or Persons Responsible

The teachers

Target Dates or Schedule

Daily

Evidence of Completion

Informal Assessment

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

Tutoring attendance logs and computer lab sign in sheet

Person or Persons Responsible

The Administrator

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Assessment

Plan to Monitor Effectiveness of G6.B1.S1

Review Students' monthly assessment reports using the FCIM to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Third grade teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Assessment

G6.B2 During the 2012-2013 school year 4% of the students missed 10% or more of available instructional time. Our goal for the 2013-2014 school year is to decrease the percentage to 3%, a decrease of 1 percentage point. Parents are not familiar with the attendance policy and the importance of their children being at school every day. Parents are not familiar with traffic patterns and do not allow enough time to get to school on time.

G6.B2.S1 Familiarize the parents and the students with attendance policy.

Action Step 1

Absence/Tardy Campaign and Incentive program to decrease the number of absences and tardies school wide. Target students with excessive tardies to be referred to the counselor for intervention. Discipline Assembly will continue to address importance of attendance and provide incentives each nine weeks.

Person or Persons Responsible

Classroom teachers, counselor, and Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Truancy Reports

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

Review Truancy Report and follow up as needed

Person or Persons Responsible

Assistant Principal and Registrar

Target Dates or Schedule

Daily and Quarterly

Evidence of Completion

Quarterly Truancy Report ISIS report

Plan to Monitor Effectiveness of G6.B2.S1

Review Truancy Report and follow up as needed

Person or Persons Responsible

Assistant Principal and Registrar

Target Dates or Schedule

Daily and Quarterly

Evidence of Completion

Quarterly Truancy Report, ISIS reports

G6.B3 In the 2012-2013 school year 3% of the students received 1 or more behavior referrals that led to suspension. Our goal for the 2013-2014 is to decrease by 1 percentage point to 2%.

G6.B3.S1 Provide opportunities for student to be recognized for appropriate behavior.

Action Step 1

Encourage at risk students to strive for opportunities to be recognized for appropriate behavior using SPOT success recognition program and Do the Right Thing.

Person or Persons Responsible

The Administrators, Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Pictures in the Hall of Fame Display highlighting SPOT Success and Student of the Month.

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

Students chosen by teachers will be recognized on the morning announcements.

Person or Persons Responsible

The Administrators and the counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Pictures in the Hall of Fame Display highlighting SPOT Success and Student of the Month.

Plan to Monitor Effectiveness of G6.B3.S1

Administrators will recognize students chosen by teachers.

Person or Persons Responsible

The Administrators and the Counselors

Target Dates or Schedule

Monthly

Evidence of Completion

Pictures in the Hall of Fame Display highlighting SPOT Success and Student

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

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities such as after-school programs, summer school, Morning Cougar Cafe, and Title III after school tutoring. Interventions are provided for all at-risk students. 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 Liaisons 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 two languages at our 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; ; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and students.
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 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 (2-5)
• parent outreach activities (K-5) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• reading and supplementary instructional materials(K-5)
Cypress Elementary School offers a non-violence and anti-drug program to students that incorporate field trips, community service, and counseling.
Cypress Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statue, 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.
Cypress 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 the Annual Measurable Objectives (AMOs), available programs, and their rights regarding other referral services.
The school community involves parents in the planning and implementation of the Title I Program and extend 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 and other referral services.
Our ongoing practices to increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.
Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.
Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-12) and the Title I Parental Involvement Monthly Activities Report (FM-6913 06-12), and submit 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. On the 2013 FCAT 2.0 for Reading 65% of students scored at level 3 or above. Our goal on the 2014 FCAT 2.0 for Reading is for 81% of students score at Level 3 or above, an increase of 16 percentage points.

G1.B1 As noted on the 2013 administration of the FCAT 2.0 Reading Test, the subgroups that did not make AMO are Hispanic 63 percentage points, White 81 percentage points, ELL 46 percentage points, SWD 11 percentage points, and ED 62 percentage points. Proficiency must be increased by the following percentage points 18, 5, 17, 40, and 16 respectively. The areas that demonstrated deficiencies were Literary Analysis and Informational Text/ Research Process.

G1.B1.S1 Use technology to provide differentiated instruction.

PD Opportunity 1

Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

Facilitator

Maritza Bayon

Participants

Reading Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Informal Assessment

G3. On the 2013 FCAT 2.0 for Mathematics 69% of the students scored at a level 3 or higher. Our goal for the 2014 FCAT 2.0 for Mathematics is 78%, an increase of 9 percentage points.

G3.B1 As noted on the 2013 FCAT 2.0 Mathematics 48% of the ELL students scored at or above level 3. Our goal for the 2014 FCAT 2.0 Mathematics is for 70% of the ELL students to score at or above level 3, an increase of 22 percentage points. The area of deficiency for ELL students was Numbers: Base Ten & Fractions.

G3.B1.S1 Provide opportunities for students to use models or properties in real-world situations and use journals to articulate math concepts.

PD Opportunity 1

Provide opportunities for fifth grade students to: interpret solutions to division situations, including remainders. Add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations. Use journals to articulate math concepts.

Facilitator

Aydyl Llaguno

Participants

Math Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples and informal assessment.

G4. On the 2013 FCAT Science 2.0, 30% or our students scored at level 3. Our goal for the 2014 FCAT 2.0 for Science is 34%, an increase of 4 percentage points.

G4.B1 On the 2013 FCAT 2.0, 30% of our students scored at level 3. Our goal for the 2014 FCAT 2.0 for Science is 34%, an increase of 4 percentage points. The areas of deficiency for students scoring at achievement level 3 as noted on the 2013 administration of the FCAT 2.0 Science Test was Nature of Science and Physical Science.

G4.B1.S1 Use instructional technology to enhance and re-mediate student conceptual understanding of topics being addressed.

PD Opportunity 1

Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, and promote the use instructional technology to enhance and re-mediate student conceptual understanding of topics being addressed.

Facilitator

Patricia Rodriguez

Participants

Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Informal Assessment

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 FCAT 2.0 for Reading 65% of students scored at level 3 or above. Our goal on the 2014 FCAT 2.0 for Reading is for 81% of students score at Level 3 or above, an increase of 16 percentage points.	$1,400
	Total	$1,400

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Total
EESAC Funds	$1,400	$1,400
Total	$1,400	$1,400

Budget Details

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

G1. On the 2013 FCAT 2.0 for Reading 65% of students scored at level 3 or above. Our goal on the 2014 FCAT 2.0 for Reading is for 81% of students score at Level 3 or above, an increase of 16 percentage points.

G1.B1 As noted on the 2013 administration of the FCAT 2.0 Reading Test, the subgroups that did not make AMO are Hispanic 63 percentage points, White 81 percentage points, ELL 46 percentage points, SWD 11 percentage points, and ED 62 percentage points. Proficiency must be increased by the following percentage points 18, 5, 17, 40, and 16 respectively. The areas that demonstrated deficiencies were Literary Analysis and Informational Text/ Research Process.

G1.B1.S1 Use technology to provide differentiated instruction.

Action Step 1

Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

Resource Type

Technology

Resource

Projector connected to computer

Funding Source

EESAC Funds

Amount Needed

$1,400