



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Silver Bluff Elementary School

2609 SW 25TH AVE

Miami, FL 33133

305-856-5197

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 84%
Alternative/ESE Center No	Charter School No	Minority Rate 98%

School Grades History

2013-14 A	2012-13 C	2011-12 B	2010-11 C	2009-10 A
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Silver Bluff Elementary School

Principal

Maria Mason C

School Advisory Council chair

Anailene Marban

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

Name	Title
Zuyin Companioni	Assistant Principal
Daniel Atlas	Assistant Principal Community Education

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

SAC membership includes: 5 teachers and 1 alternate; 5 parents and 1 alternate; 1 educational support and 1 alternate; 3 business community representatives; 1 principal; 1 union steward; and, 1 student and 1 alternate.

Involvement of the SAC in the development of the SIP

The SAC met in May to review available student data and identify areas of need. Strategies by subject and grade level were proposed for the 2013-14 School Improvement Plan. The final plan was reviewed and approved by the SAC August of 2013.

Activities of the SAC for the upcoming school year

The SAC will meet 4-8 times to plan and monitor the implementation of school improvement initiatives. Additionally the SAC will participate in ongoing progress monitoring of student data and assist the school's leadership team in support best practices.

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

SAC funds will be allocated equally to fund purchases that support both student achievement and parental involvement.

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

Not Applicable

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Maria Mason C

Principal

Years as Administrator: 15

Years at Current School: 3

Credentials

Bachelors: Elementary Education
 Masters: Technology Education
 Specialists: Educational Leadership
 Certification: Education, ESOL, Educational Leadership

Performance Record

2012-2013 (Loc: 5041)
 School Grade - C
 Reading AMO: No
 Math AMO: No
 Reading Proficiency: 49%
 Math Proficiency: 55%
 Writing Proficiency: 89%,
 Science Proficiency: 23%
 Reading Learning Gains: 73%, Math Learning Gains: 78%
 Reading Learning Gains of Lowest 25%: 78%
 Math Learning Gains of Lowest 25%: 70%

2011-2012 (Loc: 5041)
 School Grade - B
 Reading AMO: No
 Math AMO: No
 Reading Proficiency: 49%
 Math Proficiency: 55%
 Writing Proficiency: 89%
 Science Proficiency: 23%
 Reading Learning Gains: 73%
 Math Learning Gains: 78%
 Reading Learning Gains of Lowest 25%: 78%
 Math Learning Gains of Lowest 25%: 70%

2010-2011 (Loc: 6521)
 School Grade: B
 AMO: No
 Reading Proficiency: 62%
 Math Proficiency: 57%
 Writing Proficiency: 78%
 Science Proficiency: 43%
 Reading Learning Gains: 62% Math Learning Gains: 61%
 Reading Learning Gains of Lowest 25%: 68%
 Math Learning Gains of Lowest 25%: 68%

2006-2010 (Loc: 7055)
 School Grade: A
 AMO: N
 Reading Proficiency: 85%
 Math Proficiency: 89%
 Writing Proficiency: 90%
 Science Proficiency: 49%
 Reading Learning Gains: 78%
 Math Learning Gains: 81%
 Reading Learning Gains of Lowest 25%: 78%

Math Learning Gains of Lowest 25%: 83%
2004-2005 (Loc: 4401)
School Grade: B
Reading Proficiency: 49%
Math Proficiency: 61%
Writing Proficiency: 80%
Science Proficiency: 11%
Reading Learning Gains: 72%
Math Learning Gains: 68%
Reading Learning Gains of Lowest 25%: 83%
Math Learning Gains of Lowest 25%: 73%

Daniel Atlas

Asst Principal

Years as Administrator: 8

Years at Current School: 1

Credentials

Bachelor of Science in Sociology
 Master of Arts in Social Studies Education
 Certifications: Middle Grades Social Sciences
 Specialists: Educational Leadership

Performance Record

2012-2013 (Loc: 5151)
 School Grade - B
 Reading AMO: No
 Math AMO: No
 Reading Proficiency: 56%
 Math Proficiency: 50%
 Writing Proficiency: 44%,
 Science Proficiency: 38%
 Reading Learning Gains: 63% Math Learning Gains: 62%
 Reading Learning Gains of Lowest 25%: 75%
 Math Learning Gains of Lowest 25%: 56%

2011-2012 (Loc: 5151)
 School Grade - A
 Reading AMO: No
 Math AMO: No
 Reading Proficiency: 49%
 Math Proficiency: 55%
 Writing Proficiency: 89%
 Science Proficiency: 23%
 Reading Learning Gains: 73%
 Math Learning Gains: 78%
 Reading Learning Gains of Lowest 25%: 78%
 Math Learning Gains of Lowest 25%: 70%

2010-11 (Loc. 6741)
 School Grade: A
 AMO: Yes
 Reading Proficiency: 76%
 Math Proficiency: 69%
 Writing Proficiency: 93%
 Science Proficiency: 60%
 Reading Learning Gains: 69%, Math Learning Gains: 69%
 Reading Learning Gains of Lowest 25%: 83%
 Math Learning Gains of Lowest 25%: 64%

2009-10 (Loc. 6741)
 School Grade: A
 AMO: No
 Reading Proficiency: 78%
 Math Proficiency: 81%
 Writing Proficiency: 95%,
 Science Proficiency: 56%
 Reading Learning Gains: 71% Math Learning Gains: 81%
 Reading Learning Gains of Lowest 25%: 71%
 Math Learning Gains of Lowest 25%: 84%

2008-09 (Loc. 8741)

School Grade: A

AMO: Yes

Reading Proficiency: 68%

Math Proficiency: 63%

Writing Proficiency: 95%

Science Proficiency: 39%

Reading Learning Gains: 68%

Math Learning Gains: 69%

Reading Learning Gains of Lowest 25%: 74%

Math Learning Gains of Lowest 25%: 64%

Zuyin Companioni

Asst Principal

Years as Administrator: 9

Years at Current School: 9

Credentials

Bachelors: Education, Spanish Language & Literature
 Masters: Exceptional Student Education
 Certification: Spanish, ESOL, Ed. Leadership

Performance Record

2012-2013 (Loc: 5041)
 School Grade - C
 Reading AMO: No
 Math AMO: No
 Reading Proficiency: 49%
 Math Proficiency: 55%
 Writing Proficiency: 89%,
 Science Proficiency: 23%
 Reading Learning Gains: 73%, Math Learning Gains: 78%
 Reading Learning Gains of Lowest 25%: 78%
 Math Learning Gains of Lowest 25%: 70%
 2011-2012 (Loc: 5041)
 School Grade - B
 Reading AMO: No
 Math AMO: No
 Reading Proficiency: 49%
 Math Proficiency: 55%
 Writing Proficiency: 89%
 Science Proficiency: 23%
 Reading Learning Gains: 73%
 Math Learning Gains: 78%
 Reading Learning Gains of Lowest 25%: 78%
 Math Learning Gains of Lowest 25%: 70%
 2010-11
 School Grade: C
 AMO: No
 Reading Proficiency: 68%
 Math Proficiency: 68%
 Writing Proficiency: 85%
 Science Proficiency: 54%
 Reading Learning Gains: 51%, Math Learning Gains: 43%
 Reading Learning Gains of Lowest 25%: 49%
 Math Learning Gains of Lowest 25%: 54%
 2009-10
 School Grade: A
 AMO: No
 Reading Proficiency: 70%
 Math Proficiency: 78%
 Writing Proficiency: 84%,
 Science Proficiency: 30%
 Reading Learning Gains: 64% Math Learning Gains: 66%
 Reading Learning Gains of Lowest 25%: 64%
 Math Learning Gains of Lowest 25%: 83%
 2008-09

School Grade: A
AMO: No
Reading Proficiency: 69%
Math Proficiency: 72%
Writing Proficiency: 100%
Science Proficiency: 23%
Reading Learning Gains: 61%
Math Learning Gains: 65%
Reading Learning Gains of Lowest 25%: 69%
Math Learning Gains of Lowest 25%: 73%

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Anailene Marban		
Part-time / School-based	Years as Coach: 2	Years at Current School: 15
Areas	Reading/Literacy	
Credentials	Bachelors: Elementary Education Masters: ESOL Educations Doctorate: Ed. Leadership Certification: Reading, Media	
Performance Record	2012-2013 (Loc: 5041) School Grade - C Reading AMO: No Math AMO: No Reading Proficiency: 49% Math Proficiency: 55% Writing Proficiency: 89%, Science Proficiency: 23% Reading Learning Gains: 73%, Math Learning Gains: 78% Reading Learning Gains of Lowest 25%: 78% Math Learning Gains of Lowest 25%: 70% 2011-2012 (Loc: 5041) School Grade - B Reading AMO: No Math AMO: No Reading Proficiency: 49% Math Proficiency: 55% Writing Proficiency: 89% Science Proficiency: 23% Reading Learning Gains: 73% Math Learning Gains: 78% Reading Learning Gains of Lowest 25%: 78% Math Learning Gains of Lowest 25%: 70% 2010-11 School Grade: C AMO: No Reading Proficiency: 68% Math Proficiency: 68% Writing Proficiency: 85% Science Proficiency: 54% Reading Learning Gains: 51%, Math Learning Gains: 43% Reading Learning Gains of Lowest 25%: 49% Math Learning Gains of Lowest 25%: 54% 2009-10 School Grade: A AMO: No Reading Proficiency: 70% Math Proficiency: 78% Writing Proficiency: 84%, Science Proficiency: 30% Reading Learning Gains: 64% Math Learning Gains: 66%	

Reading Learning Gains of Lowest 25%: 64%
Math Learning Gains of Lowest 25%: 83%

Liselotte Sheikh

Full-time / School-based Years as Coach: 1 Years at Current School: 3

Areas Mathematics

Credentials

2012-2013 (Loc: 5041)
 School Grade - C
 Reading AMO: No
 Math AMO: No
 Reading Proficiency: 49%
 Math Proficiency: 55%
 Writing Proficiency: 89%,
 Science Proficiency: 23%
 Reading Learning Gains: 73%, Math Learning Gains: 78%
 Reading Learning Gains of Lowest 25%: 78%
 Math Learning Gains of Lowest 25%: 70%

2011-2012 (Loc: 5041)
 School Grade - B
 Reading AMO: No
 Math AMO: No
 Reading Proficiency: 49%
 Math Proficiency: 55%
 Writing Proficiency: 89%
 Science Proficiency: 23%
 Reading Learning Gains: 73%
 Math Learning Gains: 78%

Performance Record

Reading Learning Gains of Lowest 25%: 78%
 Math Learning Gains of Lowest 25%: 70%

2010-11
 School Grade: C
 AMO: No
 Reading Proficiency: 68%
 Math Proficiency: 68%
 Writing Proficiency: 85%
 Science Proficiency: 54%
 Reading Learning Gains: 51%, Math Learning Gains: 43%
 Reading Learning Gains of Lowest 25%: 49%
 Math Learning Gains of Lowest 25%: 54%

2009-10
 School Grade: A
 AMO: No
 Reading Proficiency: 70%
 Math Proficiency: 78%
 Writing Proficiency: 84%,
 Science Proficiency: 30%
 Reading Learning Gains: 64% Math Learning Gains: 66%
 Reading Learning Gains of Lowest 25%: 64%
 Math Learning Gains of Lowest 25%: 83%

Classroom Teachers

of classroom teachers

45

receiving effective rating or higher

42, 93%

Highly Qualified Teachers

60%

certified in-field

44, 98%

ESOL endorsed

31, 69%

reading endorsed

4, 9%

with advanced degrees

19, 42%

National Board Certified

0, 0%

first-year teachers

4, 9%

with 1-5 years of experience

0, 0%

with 6-14 years of experience

20, 44%

with 15 or more years of experience

21, 47%

Education Paraprofessionals

of paraprofessionals

9

Highly Qualified

9, 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

Strategies to recruit and retain highly qualified and effective teachers include:

1. Implementation of the Instructional Performance and Evaluation Growth System (IPEGS)
2. Professional development opportunities
3. Common grade level planning times
4. Support from instructional coaches

Teacher Mentoring Program/Plan

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

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

The teacher mentoring program pairs beginning teachers with experienced teachers.

Qualifications for mentors:

- Must hold a valid professional teaching certificate;
- Minimum of three years of successful teaching experience; and
- Certified at the same level (e.g. primary, intermediate, etc.) or in the subject area as the new teacher.

Selection criteria for mentors:

- Mastery of pedagogical and subject matter skills;
- Evidence of strong interpersonal skills;
- Outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas;
- Evidence of effective teaching and student achievement gains;
- Credibility with colleagues;
- Commitment to personal professional learning demonstrated by frequent participation in professional development;
- Experience working with adult learners; and
- Expertise in accessing data resources and using data to analyze instruction.

Required training to become a mentor:

To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following courses:

- Overview of Mentoring and Induction for New Teachers (MINT)
- Introduction to Instructional Mentoring
- Data Coaching

Who receives a mentor:

- Teachers new to the profession (without previous teaching experience) are eligible to receive a MINT certified site-based mentor.
- First and second year teachers in Education Transformation Office schools are eligible to receive a MINT certified site-based mentor.

Help for 2nd and 3rd year teachers:

- Teachers with previous teaching experience and teachers in years two and three are eligible to receive a buddy teacher.
- A buddy teacher occupies a leadership role in the school such as a department chair, grade-level chair, reading coach, mathematics coach, National Board Certified Teacher, etc.

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

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

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency. (What progress will show a positive response?)

4. Respond when grades, subject areas, classes, or individual students have not shown a positive response. (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

The function and responsibility of each team member as it relates to MTSS and the SIP includes: Administrator(s) (Maria Mason, Zuyin Companioni) who will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- School reading, math, science, and behavior specialists (Anailene Marban, Lisellotte Sheikh)
- Special education personnel (Silvia Tamargo)
- School guidance counselor (Lionita Coleman)
- School psychologist (Gianna Jimenez)
- School social worker (TBA)
- Member of advisory group, community stakeholders, parents (Indira Gomez)

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (specify frequency) to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected (Zuyin Companioni, Anailene Marban, Lisellotte Sheikh, Silvia Tamargo, Indira Gomez) members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected (specify) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

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

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

Data Sources and Management Systems

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- STAR reading assessment
- Oral Reading Fluency Measures
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- 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
- Functional Assessment
- Frequency Monitoring

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

The school will participate in the MTSS district professional development which consists of;

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and

implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS implementation in the school.

The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at <http://rti.dadeschools>).

A description of MTSS and MTSS parent resources will be available on the school's web site.

Literacy Leadership Team (LLT)

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

Name	Title
Maria Mason	Principal
Zuyin Companioni	Assistant Principal
Anailene Marban	Reading Coach
Sylvia Tamargo	SPED
Indira Gomez	Grade 3 Teacher
Erika Pflucker	Grade 2 Teacher
Miriam Castillo-Vazquez	Grade K Teacher
Leila Germroth	Grade 5 Teacher
Aimee Sanz	ESOL Teacher
Esther Martinez	Gifted Teacher
Lionita Coleman	School Counselor

How the school-based LLT functions

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

The team will meet monthly throughout the school year. The LLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

The LLT will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Major initiatives of the LLT

The major initiatives of the LLT this year will be to address: 1.) address declining reading achievement among SWD and the lowest 25%; 2.) monitor the fidelity of implementation of intervention programs; and, 3.) assist with instructional refinement through professional development in increased rigor and new standards.

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

Silver Bluff Elementary School offers a full-day Title I Voluntary Pre-kindergarten class and two special Education Prekindergarten classes. In order to assist preschool children and their parents' transition from early childhood to elementary school programs, a kindergarten orientation is held prior to the opening of schools. The orientation provides an overview on the programs and assessment tools used to screen student readiness such as the Early Screening Inventory-Kindergarten (ESI-K). The Learning Accomplishment Profile-Diagnostic (LAPD), the Phonological and Early Literacy (PELI) and the Deveraux Early Childhood Assessment (DECA) are all administered to preschoolers for diagnostic and summative assessments as they prepare for kindergarten. During the orientation meeting, parents and students learn about the kindergarten program and are given a guided tour of the school. In addition, students are tested to see if they qualify for ESOL (English for Speakers of Other Languages). Additionally, prekindergarten and kindergarten and participate in quarterly articulation meetings to collaboratively plan for students successful transition to kindergarten.

The effectiveness of the preschool transition program is evaluated by articulation amongst primary grade teachers. Title I funds are used to allocate resources and personnel, such as Waterford's Early Literacy and Math programs are implemented in select prekindergarten and kindergarten classes to target students with low readiness rates. Ongoing parental involvement is encouraged through monthly calendars and newsletters which highlight important topics regarding school programs and upcoming events.

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	55%	49%	No	60%
American Indian				
Asian				
Black/African American				
Hispanic	54%	49%	No	59%
White	50%		No	55%
English language learners	45%	30%	No	51%
Students with disabilities	27%	7%	No	34%
Economically disadvantaged	53%	48%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	59	23%	31%
Students scoring at or above Achievement Level 4	65	25%	29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		60%	64%
Students in lowest 25% making learning gains (FCAT 2.0)		67%	70%

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)	139	53%	58%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	60	23%	31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	49	19%	27%

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	57	58%	62%
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	57%	51%	No	61%
American Indian				
Asian				
Black/African American				
Hispanic	57%	52%	No	61%
White	50%		No	55%
English language learners	53%	38%	No	57%
Students with disabilities	33%	15%	No	39%
Economically disadvantaged	53%	49%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	26%	34%
Students scoring at or above Achievement Level 4	61	23%	27%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		48%	53%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		40%	46%

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	22	25%	29%
Students scoring at or above Achievement Level 4	12	14%	16%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		2
Participation in STEM-related experiences provided for students	250		300%

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	67	11%	10%
Students retained, pursuant to s. 1008.25, F.S.	18	3%	2%
Students who are not proficient in reading by third grade	43	56%	50%
Students who receive two or more behavior referrals	22	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	1%	1%

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

See Title I PIP

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** MATH - Results of the 2013 FCAT 2.0 Mathematics assessment indicates that 51% of students achieved proficiency (Level 3). Our goal for the 2013-14 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 54%.
- G2.** READING - Results of the 2013 FCAT 2.0 Reading assessment indicates that 49% of students achieved proficiency (Level 3). Our goal for the 2013-14 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 53%.
- G3.** WRITING - Results of the 2013 FCAT 2.0 Writing assessment indicates that 60% of students FCAT Writing Achieved Level 3.5. Our goal for the 2013-14 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 63%.
- G4.** SCIENCE - Results of the 2013 FCAT 2.0 Science assessment indicates that 42% of students achieved proficiency (Level 3). Our goal for the 2013-14 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 45%.
- G5.** CELLA - 2013 CELLA scores indicate that 53% of students achieved proficiency in Listening/ Speaking, 20% in Reading, & 19% in Writing. Our goal for the 2013-14 school year is to achieve student proficiency by 3 percentage points.
- G6.** STEM - Due to limited student participation in activities aligned with STEM, our goal for the 2013-14 school year is to increase the number of students participating in STEM related projects and activities.
- G7.** EARLY WARNING SYSTEM - Our goal for the 2013-14 school year is to decrease the number of students who missed 10% or more of instructional time and students at-risk academically and behaviorally.

Goals Detail

G1. MATH - Results of the 2013 FCAT 2.0 Mathematics assessment indicates that 51% of students achieved proficiency (Level 3). Our goal for the 2013-14 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 54%.

Targets Supported

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

Resources Available to Support the Goal

- Houghton Mifflin Go Math Series
- SuccessMaker Math
- Math Coach
- Manipulatives
- GIZMOS
- Professional Development

Targeted Barriers to Achieving the Goal

- The area of deficiency for standard curriculum students as well as SWD, ELL and Hispanic students, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Number Base Ten and Fractions. Students experienced difficulty in using mathematical practices that support fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.
- The area of deficiency for third and fourth grade students, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Number Base Ten and Fractions. Students experienced difficulty in using mathematical practices that support fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.
- The area of deficiency for fifth grade students, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Expressions, Equations, & Statistics. Students experienced difficulty in solving problems requiring mathematical fluency and problem solving proficiency in the areas of solving equations and analyzing data.
- There was a 30 percentage point decrease in the number of students making Learning Gains and a 30 percentage point decrease in the number of students in the lowest 25% making Learning Gains as noted on the 2013 FCAT 2.0 administration.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the math coach along with teachers and administrators will review mathematics data and adjust instruction as necessary.

Person or Persons Responsible

Administrators, Math Coach, Teachers

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District Interim Assessments, Go Math Assessments Summative Assessments: Results of the 2014 FCAT 2.0 Mathematics

G2. READING - Results of the 2013 FCAT 2.0 Reading assessment indicates that 49% of students achieved proficiency (Level 3). Our goal for the 2013-14 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 53%.

Targets Supported

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

Resources Available to Support the Goal

- McGraw-Hill Wonders Reading Series
- Accelerated Reader
- SuccessMaker Reading
- Reading Coach
- Professional Development

Targeted Barriers to Achieving the Goal

- The area of deficiency among standard curriculum students and the SWD, Hispanic, and ELL subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Reporting Category 1: Vocabulary - Multiple Meanings in Context. Students experienced difficulty in determining the meaning of words and phrases as used in a Elements of story structure – character development, setting, plot, problem/solution text and in distinguishing literal from non-literal language [Domain 2, CCSS.ELA-Literacy RL.3.5.4].
- The area of deficiency for third grade students, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis - Elements of story structure – character development, setting, plot, problem/solution [NGSSS LA.3-5.2.1.2]. Students experienced difficulties identifying and interpreting elements of story structure within a text [CCSS ELA-Literacy RL.3.3 & 3.6].
- The area of deficiency for fourth grade students, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary - Multiple Meanings in Context [NGSS, LA.3-5.1.6.9] Students experienced difficulties determining meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language [CCSS ELA-Literacy RI.3.4 & L.3.4].
- The area of deficiency for fifth grade students, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application - Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order [NGSSS, LA.3-5.1.7.3]. Students experienced difficulties determining the main idea or essential message in a grade level text [CCSS.ELA-Literacy RI.3.1 & RI.3.2].
- There was an 11 percentage point decrease in the percent of students in the Lowest 25% making Learning Gains in Reading as noted on the 2013 FCAT 2.0 assessment. Students experienced difficulties applying the reading skills needed to comprehend grade level text.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District Interim Assessments, FAIR Summative Assessments: Results of the 2014 FCAT 2.0

G3. WRITING - Results of the 2013 FCAT 2.0 Writing assessment indicates that 60% of students FCAT Writing Achieved Level 3.5. Our goal for the 2013-14 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 63%.

Targets Supported

- Writing

Resources Available to Support the Goal

- McGraw-Hill Wonders Reading Series
- District Writing Pacing Guides & Mini Lessons
- Reading Coach
- Professional Development
- FCAT 2.0 Writing Anchor Papers & Calibration Rubrics

Targeted Barriers to Achieving the Goal

- There was a decline in the percentage of students scoring at FCAT Writing Achievement Level 3.5 or higher. Students demonstrated deficiency in writing essays with development and organization appropriate for task and purpose.
- Performance data from the 2013 FCAT 2.0 Writing indicates that students need additional support writing narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events.

Plan to Monitor Progress Toward the Goal

Following the FCIM, monthly narrative/expository prompts will be scored and reviewed by the LLT and MTSS/RtI team in order to monitor students' progress in the identified areas of need and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessments: Monthly writing prompts, district interim assessments, pacing guide mini lessons
Summative Assessments: Results of the 2014 FCAT 2.0 Writing

G4. SCIENCE - Results of the 2013 FCAT 2.0 Science assessment indicates that 42% of students achieved proficiency (Level 3). Our goal for the 2013-14 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 45%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Science Series
- District Pacing Guides
- Weekly Science Labs
- GIZMOS
- Discovery Education

Targeted Barriers to Achieving the Goal

- The area of deficiency for fifth grade students was Category 1: Nature of Science. Students experienced difficulty in their ability to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

Plan to Monitor Progress Toward the Goal

Following the FCIM, data from district interim and benchmark assessments will be reviewed in order monitor students' progress and adjust instruction as needed.

Person or Persons Responsible

Administrators, Science Teachers

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District Interim Assessments, Science Lab Journals, benchmark assessments
Summative Assessments: Results of the 2014 FCAT 2.0 Science

G5. CELLA - 2013 CELLA scores indicate that 53% of students achieved proficiency in Listening/Speaking, 20% in Reading, & 19% in Writing. Our goal for the 2013-14 school year is to achieve student proficiency by 3 percentage points.

Targets Supported

Resources Available to Support the Goal

- McGraw-Hill Reading Wonders Series
- District Pacing Guides
- Imagine Learning
- SuccessMaker Reading

Targeted Barriers to Achieving the Goal

- Results of the 2013 CELLA indicates that only 20% of ELL students scored proficient in Reading and 19% in Writing. As a result of limited English proficiency, students experienced difficulties understanding vocabulary, comprehending text, and the writing process.
- ELL students need additional opportunities for meaningful language practice and differentiated support.

Plan to Monitor Progress Toward the Goal

The LLT along with the MTSS/Rti team will monitor the implementation of identified strategies through the FCIM process and adjust instruction as needed.

Person or Persons Responsible

LLT, ESOL Teacher

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: FAIR, classroom observations, student journals, writing samples, and teacher-made assessments
Summative Assessments: Results of 2014 CELLA

G6. STEM - Due to limited student participation in activities aligned with STEM, our goal for the 2013-14 school year is to increase the number of students participating in STEM related projects and activities.

Targets Supported

- STEM

Resources Available to Support the Goal

- Science Series
- District sponsored STEM activities & events
- GIZMOS
- Discovery Education

Targeted Barriers to Achieving the Goal

- A limited number of students participated in STEM related projects/activities during the 2012-13 school year. Research supports that students who are engaged in STEMP related projects/activities have increased academic performance, motivation to stay in school, and increased citizenship.

Plan to Monitor Progress Toward the Goal

Participation Logs, Student Projects

Person or Persons Responsible

Administrators, Science Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessments: District Interim Assessments, Benchmark Assessments Summative Assessments: Results of the 2014 FCAT 2.0 Science

G7. EARLY WARNING SYSTEM - Our goal for the 2013-14 school year is to decrease the number of students who missed 10% or more of instructional time and students at-risk academically and behaviorally.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Student Services
- MTSS/RtI Team
- Honor Roll & Perfect Attendance Incentives

Targeted Barriers to Achieving the Goal

- In monitoring the Early Warning System, 11% of students missed 10 or more percent of instructional time and 1% of students were suspended during the 2012 - 2013 school year. It is imperative that students are present to receive instruction and gain proficiency in all subject areas.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, EWS records will be reviewed to identify and address any areas of concern.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

MTSS/Rtl Records, Parent Conference Documents, Student Code of Conduct, School Policies and Procedures Manual

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. MATH - Results of the 2013 FCAT 2.0 Mathematics assessment indicates that 51% of students achieved proficiency (Level 3). Our goal for the 2013-14 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 54%.

G1.B1 The area of deficiency for standard curriculum students as well as SWD, ELL and Hispanic students, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Number Base Ten and Fractions. Students experienced difficulty in using mathematical practices that support fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.

G1.B1.S1 Increase opportunities for students to identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa.

Action Step 1

Utilizing the FCIM, the math coach along with teachers and administrators will review mathematics data and adjust instruction as necessary.

Person or Persons Responsible

Administration, Math Coach, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, Go Math Assessments Summative Assessments: Results of the 2014 FCAT 2.0 Mathematics

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

Utilizing the FCIM, the math coach along with teachers and administrators will review mathematics data and adjust instruction as necessary.

Person or Persons Responsible

Administration, Math Coach, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, Go Math Assessments Summative Assessments: Results of the 2014 FCAT 2.0 Mathematics

Plan to Monitor Effectiveness of G1.B1.S1

Utilizing the FCIM, the math coach along with teachers and administrators will review mathematics data and adjust instruction as necessary.

Person or Persons Responsible

Administrators, Math Coach, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, Go Math Assessments Summative Assessments: Results of the 2014 FCAT 2.0 Mathematics

G1.B1.S2 Provide differentiated instruction during mathematics instruction to provide students with scaffolded support.

Action Step 1

Utilizing the FCIM, the math coach along with teachers and administrators will review mathematics data and adjust instruction as necessary.

Person or Persons Responsible

Administrators, Math Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, Go Math Assessments Summative Assessments: Results of the 2014 FCAT 2.0 Mathematics

Facilitator:

Math Coach

Participants:

Administrators, Math Coach

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

Utilizing the FCIM, the math coach along with teachers and administrators will review mathematics data and adjust instruction as necessary.

Person or Persons Responsible

Administrators, Math Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, Go Math Assessments Summative Assessments: Results of the 2014 FCAT 2.0 Mathematics

Plan to Monitor Effectiveness of G1.B1.S2

Utilizing the FCIM, the math coach along with teachers and administrators will review mathematics data and adjust instruction as necessary.

Person or Persons Responsible

Administrators, Math Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, Go Math Assessments Summative Assessments: Results of the 2014 FCAT 2.0 Mathematics

G1.B2 The area of deficiency for third and fourth grade students, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Number Base Ten and Fractions. Students experienced difficulty in using mathematical practices that support fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.

G1.B2.S1 Provide opportunities for students to compare and order fractions, including fractions greater than one, using models or strategies during mathematics instruction.

Action Step 1

Incorporate common planning times to identify and plan for instructional strategies and best practices that support instruction in Number Base Ten and Fractions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Common Planning

Evidence of Completion

Lesson Plans, Coach Logs, Student Artifacts

Facilitator:

Math Coach

Participants:

Teachers

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

Person or Persons Responsible

Administration, Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S1

Follow FCIM model using data from interim and FCAT 2.0

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, Houghton Mifflin Go-Math Assessments

Summative Assessments: Results of the 2014 FCAT 2.0

G1.B3 The area of deficiency for fifth grade students, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Expressions, Equations, & Statistics. Students experienced difficulty in solving problems requiring mathematical fluency and problem solving proficiency in the areas of solving equations and analyzing data.

G1.B3.S1 Provide opportunities for students to identify, interpret, and compare line graphs or double bar graphs to represent a given set of data.

Action Step 1

Provide instructional support and resources to enhance instruction in the area of solving equations and analyzing data.

Person or Persons Responsible

Administrators, Math Coach, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Coach Logs, Student Artifacts

Facilitator:

Math Coach

Participants:

Administrators, Math Coach, Teachers

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

Utilizing the FCIM, the math coach along with teachers and administrators will review mathematics data and adjust instruction as necessary.

Person or Persons Responsible

Administrators, Math Coach, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, Go Math Assessments Summative Assessments: Results of the 2014 FCAT 2.0 Mathematics

Plan to Monitor Effectiveness of G1.B3.S1

Utilizing the FCIM, the math coach along with teachers and administrators will review mathematics data and adjust instruction as necessary.

Person or Persons Responsible

Administrators, Math Coach, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, Go Math Assessments Summative Assessments: Results of the 2014 FCAT 2.0 Mathematics

G1.B3.S2 Increase opportunities for students to analyze and generate graphs based on real world data.

Action Step 1

Utilizing the FCIM, the math coach along with teachers and administrators will review mathematics data and adjust instruction as necessary.

Person or Persons Responsible

Administrators, Math Coach, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, Go Math Assessments Summative Assessments: Results of the 2014 FCAT 2.0 Mathematics

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

Utilizing the FCIM, the math coach along with teachers and administrators will review mathematics data and adjust instruction as necessary.

Person or Persons Responsible

Administrators, Math Coach, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, Go Math Assessments Summative Assessments: Results of the 2014 FCAT 2.0 Mathematics

Plan to Monitor Effectiveness of G1.B3.S2

Utilizing the FCIM, the math coach along with teachers and administrators will review mathematics data and adjust instruction as necessary.

Person or Persons Responsible

Administrators, Math Coach, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, Go Math Assessments Summative Assessments: Results of the 2014 FCAT 2.0 Mathematics

G1.B4 There was a 30 percentage point decrease in the number of students making Learning Gains and a 30 percentage point decrease in the number of students in the lowest 25% making Learning Gains as noted on the 2013 FCAT 2.0 administration.

G1.B4.S2 Utilize the NGSSS/CCSS when planning and delivering lessons using the Gradual Release of Responsibility Model.

Action Step 1

Develop lessons promoting the Gradual Release of Responsibility (GROR) model using a step-by-step system to scaffold instruction.

Person or Persons Responsible

Teacher Math Coach Administration

Target Dates or Schedule

November 7, 2013

Evidence of Completion

Lesson Plans Coaching Logs

Action Step 2

Plan lessons utilizing the Next Generation Sunshine State Standards (NGSSS) and infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency.

Person or Persons Responsible

Teachers Math Coach ETO CSS Administration

Target Dates or Schedule

November 7, 2013

Evidence of Completion

Lesson Plans Lesson Flip Charts Coaching Logs Classroom walkthroughs

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B4.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B4.S3 Take part in regular embedded professional development (i.e. common planning, lesson study, professional learning communities)

Action Step 1

Use the District's Pacing Guide to plan and develop math lessons that follow a mandated timeline.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

November 7, 2013

Evidence of Completion

Lesson plans Coaching Logs CSS support documentation Delivery of instruction

Action Step 2

Determine the collaborative strategies that will be used during the "You Do" portion of the GROR.

Person or Persons Responsible

Teacher Math Coach Administration

Target Dates or Schedule

November 7, 2013

Evidence of Completion

Lesson Plans Classroom walkthroughs

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B4.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. READING - Results of the 2013 FCAT 2.0 Reading assessment indicates that 49% of students achieved proficiency (Level 3). Our goal for the 2013-14 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 53%.

G2.B1 The area of deficiency among standard curriculum students and the SWD, Hispanic, and ELL subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Reporting Category 1: Vocabulary - Multiple Meanings in Context. Students experienced difficulty in determining the meaning of words and phrases as used in a Elements of story structure – character development, setting, plot, problem/solution text and in distinguishing literal from non-literal language [Domain 2, CCSS.ELA-Literacy RL.3.5.4].

G2.B1.S1 Increase opportunities to build students general knowledge of words, word relationships, and multiple meanings of words through focused vocabulary instruction using McGraw-Hill Wonders Reading series.

Action Step 1

Incorporate instructional routines such as Define, Example, Ask to introduce vocabulary words and categorize words to help build connections.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Response Journals, McGraw-Hill assessments

Action Step 2

Utilize response journals to provide opportunities for students to determine the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Response Journals, McGraw-Hill assessments

Facilitator:

Reading Coach

Participants:

Teachers

Action Step 3

Plan and deliver lessons that follow an instructional routine.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

McGraw-Hill Wonders Reading Series, pacing guides

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

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, FAIR, benchmark assessments

Plan to Monitor Effectiveness of G2.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, FAIR Summative Assessments: Results of the 2014 FCAT 2.0 Reading

G2.B1.S2 Implement and monitor the effective use of data driven instruction.

Action Step 1

Provide professional development on analyzing multiple data sources.

Person or Persons Responsible

Administration, Instructional Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign-In Sheets & Agendas

Facilitator:

Participants:

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

Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional resources and data to meet student needs.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection

Plan to Monitor Effectiveness of G2.B1.S2

Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional resources and data to meet student needs.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough documentation Administrative feedback and reflections

G2.B1.S3 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

Offer professional development in lesson planning and delivery to include explicit instruction and the gradual release model.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

October 24, 2013

Evidence of Completion

Common Planning Records (Sign-In Sheet & Common Planning Agenda)

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Implement and monitor instructional routines that include: a.) setting the purpose of instruction; b.) following the model of explicit instruction demonstrating gradual release; c.) incorporating small group instruction; and, d.) incorporating closure of the lesson

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logs

Plan to Monitor Effectiveness of G2.B1.S3

Implement and monitor instructional routines that include: a.) setting the purpose of instruction; b.) following the model of explicit instruction demonstrating gradual release; c.) incorporating small group instruction; and, d.) incorporating closure of the lesson

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logs

G2.B2 The area of deficiency for third grade students, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis - Elements of story structure – character development, setting, plot, problem/solution [NGSSS LA.3-5.2.1.2]. Students experienced difficulties identifying and interpreting elements of story structure within a text [CCSS ELA-Literacy RL.3.3 & 3.6].

G2.B2.S1 Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

Action Step 1

Provide increased opportunities for students to explore a variety of instructional strategies that assist in analyzing literature (story map, character point of view map, author's purpose chart, character chart, etc.).

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing Reading Instruction

Evidence of Completion

Lesson Plans, Response Journals, assessments

Action Step 2

Practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Response Journals, assessments

Action Step 3

Implement the Accelerated Reader program to provide additional practice and support analyzing literature.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Usage Reports

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

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review monthly assessment reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: District Interim Assessments, FAIR, benchmark assessments Summative Assessments: Results of the 2014 FCAT 2.0 Reading

Plan to Monitor Effectiveness of G2.B2.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review monthly assessments reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, FAIR, benchmark assessments Summative Assessments: Results of the 2014 FCAT 2.0 Assessment

G2.B3 The area of deficiency for fourth grade students, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary - Multiple Meanings in Context [NGSS, LA.3-5.1.6.9] Students experienced difficulties determining meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language [CCSS ELA-Literacy RI.3.4 & L.3.4].

G2.B3.S1 Students develop and maintain a response journal which includes instructional strategies such as a Multiple Meaning Chart and/or Other Ways to Say vocabulary map.

Action Step 1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' quarterly assessment reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, FAIR, benchmark assessments Summative Assessments: Results of the 2014 FCAT 2.0 Reading

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

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' quarterly assessment reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, FAIR, benchmark assessments Summative Assessments: Results of the 2014 FCAT 2.0 Reading

Plan to Monitor Effectiveness of G2.B3.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' quarterly assessment reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, FAIR, benchmark assessments Summative Assessments: Results of the 2014 FCAT 2.0 Reading

G2.B3.S2 Increase opportunities to build students general knowledge of words, word relationships, and multiple meanings of words through focused vocabulary instruction using McGraw-Hill Wonders Reading series.

Action Step 1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, FAIR, benchmark assessments Summative Assessments: Results of the 2014 FCAT 2.0 Reading

Plan to Monitor Fidelity of Implementation of G2.B3.S2

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, FAIR, benchmark assessments Summative Assessments: Results of the 2014 FCAT 2.0 Reading

Plan to Monitor Effectiveness of G2.B3.S2

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, FAIR, benchmark assessments Summative Assessments: Results of the 2014 FCAT 2.0 Reading

G2.B4 The area of deficiency for fifth grade students, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application - Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order [NGSSS, LA.3-5.1.7.3]. Students experienced difficulties determining the main idea or essential message in a grade level text [CCSS.ELA-Literacy RI.3.1 & RI.3.2].

G2.B4.S1 During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency.

Action Step 1

During data planning sessions, teachers will utilize district interim assessment data to formulate DI groups and plan for teacher led center instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans, DI Groups, Classroom Observation

Facilitator:

Reading Coach

Participants:

Teachers

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

Utilizing The FCIM, the LLT will schedule quarterly reviews of Interim Assessment and FAIR data in order to monitor development of DI groups and adjust instruction as needed.

Person or Persons Responsible

Administrators, Reading Coach,

Target Dates or Schedule

Ongoing

Evidence of Completion

Coach Logs, Teacher Lesson Plans, Classroom Observations

Plan to Monitor Effectiveness of G2.B4.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, FAIR, unit assessments Summative Assessments: Results of the 2014 FCAT 2.0

G2.B4.S2 Students will be assigned specific tasks in SuccessMaker Reading that are focused on interpreting elements of story structure within and across text and to use text features to locate, interpret, and organize information.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B4.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B4.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B5 There was an 11 percentage point decrease in the percent of students in the Lowest 25% making Learning Gains in Reading as noted on the 2013 FCAT 2.0 assessment. Students experienced difficulties applying the reading skills needed to comprehend grade level text.

G2.B5.S1 Take part in regular embedded professional development (i.e. common planning, lesson study, professional learning communities).

Action Step 1

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

LLT/MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, FAIR, benchmark assessments Summative Assessments: Results of the 2014 FCAT 2.0 Reading

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

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

LLT/MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, FAIR, benchmark assessments

Plan to Monitor Effectiveness of G2.B5.S1

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review monthly assessment reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

LLT/MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, FAIR, benchmark assessments Summative Assessments: Results of the 2014 FCAT 2.0 Reading

G3. WRITING - Results of the 2013 FCAT 2.0 Writing assessment indicates that 60% of students FCAT Writing Achieved Level 3.5. Our goal for the 2013-14 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 63%.

G3.B1 There was a decline in the percentage of students scoring at FCAT Writing Achievement Level 3.5 or higher. Students demonstrated deficiency in writing essays with development and organization appropriate for task and purpose.

G3.B1.S1 Provide instruction of the various modes of writing throughout the entire writing process.

Action Step 1

Conduct classroom walkthroughs to monitor the implementation of the writing process within student journals.

Person or Persons Responsible

Administration, Instructional Supervisor

Target Dates or Schedule

October 31, 2013

Evidence of Completion

Walkthroughs Administrative Feedback/Coach Log reflection ETO feedback/Support document reflection

Action Step 2

Provide students with the opportunities to revise their writing using rubrics and revision strategies.

Person or Persons Responsible

Instructional Coach, Writing CSS

Target Dates or Schedule

October 25, 2013

Evidence of Completion

Lesson Plans Interactive Journals

Action Step 3

Incorporate the use of graphic organizers during the pre-planning phase.

Person or Persons Responsible

Instructional Coach, Writing CSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples Interactive Journals

Action Step 4

Plan for and implement an instructional framework that will allow students to develop prompts from planning to publishing.

Person or Persons Responsible

Instructional Coach, Writing CSS

Target Dates or Schedule

October 7, 2013

Evidence of Completion

Common Planning Agendas Student Work Samples Lesson Plans

Action Step 5

Provide professional development on the writing process along with a focus on revision versus editing.

Person or Persons Responsible

Instructional Coach, Writing CSS

Target Dates or Schedule

Monthly

Evidence of Completion

Professional Development Roster Professional Development Deliverables

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

Provide professional development on the writing process along with a focus on revision versus editing. Plan for and implement an instructional framework that will allow students to develop prompts from planning to publishing.

Person or Persons Responsible

Administration, Instructional Coach, Writing CSS

Target Dates or Schedule

October 7, 2013

Evidence of Completion

Professional Development Rosters Professional Development Deliverables

Plan to Monitor Effectiveness of G3.B1.S1

Provide professional development on the writing process along with a focus on revision versus editing. Plan for and implement an instructional framework that will allow students to develop prompts from planning to publishing.

Person or Persons Responsible

Administration, Instructional Coach, Writing CSS

Target Dates or Schedule

October 7, 2013

Evidence of Completion

Professional Development Rosters Professional Development Deliverables

G3.B1.S2 Plan for and deliver writing lessons that follow an instructional routine.

Action Step 1

Conduct classroom walkthroughs to monitor the implementation of writing lessons and instructional routines.

Person or Persons Responsible

Instructional Coach, Writing CSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough documents Administrative feedback/coaching log reflections ETO feedback Support document reflections

Action Step 2

Conduct classroom walkthroughs to monitor the implementation of writing lessons and instructional routines.

Person or Persons Responsible

Instructional Coach, Writing CSS

Target Dates or Schedule

October 25, 2013

Evidence of Completion

Walkthrough documents Administrative feedback/coaching log reflections ETO feedback Support document reflections

Action Step 3

Work collaboratively during common planning to develop lessons that follow the writing at a glance and the instructional framework.

Person or Persons Responsible

Instructional Coach, Writing CSS

Target Dates or Schedule

October 30, 2013

Evidence of Completion

Common Planning Agenda Lesson Plans Student work samples

Action Step 4

Conduct coaching cycles and model the implementation of the gradual release during the writing instructional block.

Person or Persons Responsible

Instructional Coach, Writing CSS

Target Dates or Schedule

October 25, 2013

Evidence of Completion

Coaching calendar Coaching log Debriefing Notes

Action Step 5

Provide professional development on the use of interactive writing journals.

Person or Persons Responsible

Instructional Coach, Writing CSS

Target Dates or Schedule

October 21, 2013

Evidence of Completion

Professional Development Roster Interactive Journals

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

Conduct classroom walkthroughs to monitor the implementation of writing lessons and instructional routines. Conduct coaching cycles and model the implementation of the gradual release during the writing instructional block.

Person or Persons Responsible

Instructional Coach, Writing CSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough documents Administrative feedback/coaching log reflections ETO feedback Support document reflections

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Walkthrough documents Administrative feedback/coaching log reflections ETO feedback Support document reflections

G3.B2 Performance data from the 2013 FCAT 2.0 Writing indicates that students need additional support writing narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events.

G3.B2.S1 Provide mini-lessons using mentor texts on how to organize details and develop sentences that will enhance the clarity of the piece by deleting extraneous or repetitive information to maintain focus and clarity.

Action Step 1

Following the FCIM, monthly narrative/expository prompts will be scored and reviewed by the LLT and MTSS/Rtl team in order to monitor students' progress in the identified areas of need and adjust instruction as needed.

Person or Persons Responsible

LLT, Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly writing prompts, district interim assessments, pacing guide mini lessons
Summative Assessments: Results of the 2014 FCAT 2.0

Facilitator:

Reading Coach

Participants:

LLT, Reading Coach

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

Following the FCIM, monthly narrative/expository prompts will be scored and reviewed by the LLT and MTSS/Rtl team in order to monitor students' progress in the identified areas of need and adjust instruction as needed.

Person or Persons Responsible

LLT, Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly writing prompts, district interim assessments, pacing guide mini lessons
Summative Assessments: Results of the 2014 FCAT 2.0 Writing

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM, monthly narrative/expository prompts will be scored and reviewed by the LLT and MTSS/Rtl team in order to monitor students' progress in the identified areas of need and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly writing prompts, district interim assessments, pacing guide mini lessons
Summative Assessments: Results of the 2014 FCAT 2.0 Writing

G3.B2.S2 Increased opportunities to share and publish writing by using technology and graphics based on purpose and audience.

Action Step 1

Following the FCIM, monthly narrative/expository prompts will be scored and reviewed by the LLT and MTSS/Rtl team in order to monitor students' progress in the identified areas of need and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly writing prompts, district interim assessments, pacing guide mini lessons
Summative Assessments: Results of the 2014 FCAT 2.0 Writing

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

Following the FCIM, monthly narrative/expository prompts will be scored and reviewed by the LLT and MTSS/RtI team in order to monitor students' progress in the identified areas of need and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly writing prompts, district interim assessments, pacing guide mini lessons
Summative Assessments: Results of the 2014 FCAT 2.0 Writing

Plan to Monitor Effectiveness of G3.B2.S2

Following the FCIM, monthly narrative/expository prompts will be scored and reviewed by the LLT and MTSS/RtI team in order to monitor students' progress in the identified areas of need and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly writing prompts, district interim assessments, pacing guide mini lessons
Summative Assessments: Results of the 2014 FCAT 2.0 Writing

G4. SCIENCE - Results of the 2013 FCAT 2.0 Science assessment indicates that 42% of students achieved proficiency (Level 3). Our goal for the 2013-14 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 45%.

G4.B1 The area of deficiency for fifth grade students was Category 1: Nature of Science. Students experienced difficulty in their ability to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

G4.B1.S1 Increase opportunities for students to formulate testable questions, evaluate investigations and experiments, organize data, identify a control, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions through weekly science labs.

Action Step 1

Following the FCIM, data from district interim and benchmark assessments will be reviewed in order monitor students' progress and adjust instruction as needed.

Person or Persons Responsible

Administrators, Science Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, Science Lab Journals, benchmark assessments
Summative Assessments: Results of the 2014 FCAT 2.0 Science

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

Following the FCIM, data from district interim and benchmark assessments will be reviewed in order monitor students' progress and adjust instruction as needed.

Person or Persons Responsible

Administrators, Science Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, Science Lab Journals, benchmark assessments
Summative Assessments: Results of the 2014 FCAT 2.0 Science

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM, data from district interim and benchmark assessments will be reviewed in order monitor students' progress and adjust instruction as needed.

Person or Persons Responsible

Administrators, Science Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, Science Lab Journals, benchmark assessments
Summative Assessments: Results of the 2014 FCAT 2.0 Science

G4.B1.S2 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

Following the FCIM, data from district interim and benchmark assessments will be reviewed in order monitor students' progress and adjust instruction as needed.

Person or Persons Responsible

Administrators, Science Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, Science Lab Journals, benchmark assessments
Summative Assessments: Results of the 2014 FCAT 2.0 Science

Facilitator:

Science Department

Participants:

Administrators, Science Teachers

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

Following the FCIM, data from district interim and benchmark assessments will be reviewed in order monitor students' progress and adjust instruction as needed.

Person or Persons Responsible

Administrators, Science Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, Science Lab Journals, benchmark assessments
Summative Assessments: Results of the 2014 FCAT 2.0 Science

Plan to Monitor Effectiveness of G4.B1.S2

Following the FCIM, data from district interim and benchmark assessments will be reviewed in order monitor students' progress and adjust instruction as needed.

Person or Persons Responsible

Administrators, Science Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, Science Lab Journals, benchmark assessments
Summative Assessments: Results of the 2014 FCAT 2.0 Science

G4.B1.S3 Utilize planning to develop lessons that incorporate the use of the Gradual Release Model.

Action Step 1

Teachers construct lesson plans designed as a result of unwrapping the benchmark following the Gradual Release of Responsibility Model while scaffolding the content with an emphasis on the I DO - WE DO portion.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

October 18, 2013

Evidence of Completion

Lesson Plans Observation Interactive Journal

Action Step 2

Provide PD in Unwrapping the Benchmark for teachers in K-2, thus enabling them to construct and implement lessons that follow the use of the Gradual Release Model and utilize a variety of science resources to support NGSSS and gap benchmarks.

Person or Persons Responsible

Science CSS Instructional Coaches

Target Dates or Schedule

October 4, 2013

Evidence of Completion

Attendance Roster Agenda

Action Step 3

Provide PD in Unwrapping the Benchmark for teachers in 3-5, thus enabling them to construct and implement lessons that follow the use of the Gradual Release Model and utilize a variety of science resources to support NGSSS and gap benchmarks.

Person or Persons Responsible

Science CSS Instructional Coaches

Target Dates or Schedule

October 11, 2013

Evidence of Completion

Attendance Roster Agenda

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B1.S4 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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Action Step 2

Teachers include the use of Interactive Journals, and structured/unstructured graphic organizers (flip charts, Venn diagrams, foldables, webs, t-charts, etc) during planning and instruction.

Person or Persons Responsible

Teachers Instructional Coaches

Target Dates or Schedule

October 11, 2013

Evidence of Completion

Interactive Journal Structured/Unstructured graphic organizers/flip charts Venn diagrams, foldables, webs, t-charts

Action Step 3

Provide intermediate teachers PD and support in the effective use of the Interactive Journal as well as structured and unstructured graphic organizers (flip charts, Venn diagrams, foldables, webs, t-charts, etc) to scaffold the cognitive complexity of the standards.

Person or Persons Responsible

Science CSS Instructional Coach

Target Dates or Schedule

October 9, 2013

Evidence of Completion

Attendance Roster Agenda

Plan to Monitor Fidelity of Implementation of G4.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. CELLA - 2013 CELLA scores indicate that 53% of students achieved proficiency in Listening/Speaking, 20% in Reading, & 19% in Writing. Our goal for the 2013-14 school year is to achieve student proficiency by 3 percentage points.

G5.B1 Results of the 2013 CELLA indicates that only 20% of ELL students scored proficient in Reading and 19% in Writing. As a result of limited English proficiency, students experienced difficulties understanding vocabulary, comprehending text, and the writing process.

G5.B1.S1 Provide students with multiple opportunities to read shorter texts, modeling the use of strategies such as substitution, that help students unlock the meaning of unfamiliar words and comprehend text.

Action Step 1

The LLT along with the MTSS/Rti team will monitor the implementation of identified strategies through the FCIM process and adjust instruction as needed.

Person or Persons Responsible

LLT, ESOL Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: FAIR, classroom observations, student journals, writing samples, and teacher-made assessments Summative Assessments: Results of 2014 CELLA

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

The LLT along with the MTSS/Rti team will monitor the implementation of identified strategies through the FCIM process and adjust instruction as needed.

Person or Persons Responsible

LLT, ESOL Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: FAIR, classroom observations, student journals, writing samples, and teacher-made assessments Summative Assessments: Results of 2014 CELLA

Plan to Monitor Effectiveness of G5.B1.S1

The LLT along with the MTSS/Rti team will monitor the implementation of identified strategies through the FCIM process and adjust instruction as needed.

Person or Persons Responsible

LLT, ESOL Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: FAIR, classroom observations, student journals, writing samples, and teacher-made assessments
Summative Assessments: Results of 2014

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B2 ELL students need additional opportunities for meaningful language practice and differentiated support.

G5.B2.S1 Increase opportunities for structured conversations around books and subjects that build vocabulary in class so that the language that a learner reads, hears in class, or hears in conversation supports language acquisition.

Action Step 1

The LLT along with the MTSS/Rti team will monitor the implementation of identified strategies through the FCIM process and adjust instruction as needed.

Person or Persons Responsible

LLT, ESOL Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: FAIR, classroom observations, student journals, writing samples, and teacher-made assessments Summative Assessments: Results of 2014 CELLA

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

The LLT along with the MTSS/Rti team will monitor the implementation of identified strategies through the FCIM process and adjust instruction as needed.

Person or Persons Responsible

LLT, ESOL Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: FAIR, classroom observations, student journals, writing samples, and teacher-made assessments Summative Assessments: Results of 2014 CELLA

Plan to Monitor Effectiveness of G5.B2.S1

The LLT along with the MTSS/Rti team will monitor the implementation of identified strategies through the FCIM process and adjust instruction as needed.

Person or Persons Responsible

LLT, ESOL Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: FAIR, classroom observations, student journals, writing samples, and teacher-made assessments Summative Assessments: Results of 2014 CELLA

G5.B2.S2 Incorporate reciprocal teaching strategies of summarizing, questioning, clarifying, and predicting during collaborative discussions to aid comprehension.

Action Step 1

The LLT along with the MTSS/Rti team will monitor the implementation of identified strategies through the FCIM process and adjust instruction as needed.

Person or Persons Responsible

LLT, ESOL Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: FAIR, classroom observations, student journals, writing samples, and teacher-made assessments Summative Assessments: Results of 2014 CELLA

Plan to Monitor Fidelity of Implementation of G5.B2.S2

The LLT along with the MTSS/Rti team will monitor the implementation of identified strategies through the FCIM process and adjust instruction as needed.

Person or Persons Responsible

LLT, ESOL Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: FAIR, classroom observations, student journals, writing samples, and teacher-made assessments Summative Assessments: Results of 2014 CELLA

Plan to Monitor Effectiveness of G5.B2.S2

The LLT along with the MTSS/Rti team will monitor the implementation of identified strategies through the FCIM process and adjust instruction as needed.

Person or Persons Responsible

LLT, ESOL Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: FAIR, classroom observations, student journals, writing samples, and teacher-made assessments Summative Assessments: Results of 2014 CELLA

G6. STEM - Due to limited student participation in activities aligned with STEM, our goal for the 2013-14 school year is to increase the number of students participating in STEM related projects and activities.

G6.B1 A limited number of students participated in STEM related projects/activities during the 2012-13 school year. Research supports that students who are engaged in STEMP related projects/activities have increased academic performance, motivation to stay in school, and increased citizenship.

G6.B1.S2 Continue to promote participation in the annual Science Fair competition.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G7. EARLY WARNING SYSTEM - Our goal for the 2013-14 school year is to decrease the number of students who missed 10% or more of instructional time and students at-risk academically and behaviorally.

G7.B1 In monitoring the Early Warning System, 11% of students missed 10 or more percent of instructional time and 1% of students were suspended during the 2012 - 2013 school year. It is imperative that students are present to receive instruction and gain proficiency in all subject areas.

G7.B1.S1 Implement a reward system to recognize students for perfect attendance and good behavior.

Action Step 1

Utilizing the FCIM, EWS records will be reviewed to identify and address any areas of concern.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

MTSS/Rtl Records, Parent Conference Documents, Student Code of Conduct, School Policies and Procedures Manual

Facilitator:

Student Services

Participants:

MTSS/Rtl

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

Utilizing the FCIM, EWS records will be reviewed to identify and address any areas of concern.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

MTSS/Rtl Records, Parent Conference Documents, Student Code of Conduct, School Policies and Procedures Manual

Plan to Monitor Effectiveness of G7.B1.S1

Utilizing the FCIM, EWS records will be reviewed to identify and address any areas of concern.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

MTSS/RtI Records, Parent Conference Documents, Student Code of Conduct, School Policies and Procedures Manual

G7.B1.S2 Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI team.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G7.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G7.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G7.B1.S3 Peer mediation teams will be developed as a means of assisting with conflict resolution.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G7.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G7.B1.S3

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 I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
 - training for add-on endorsement programs, such as Reading, Gifted, 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

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

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)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

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 VI, Part B – NA

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education 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 Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, 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 selected homeless shelters in the community.
- The District Homeless 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 School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- 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.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

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 Wellness Policy.

Housing Programs - N/A

Head Start- N/A

Adult Education- N/A

Career and Technical Education- N/A

Job Training- N/A

Other

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. MATH - Results of the 2013 FCAT 2.0 Mathematics assessment indicates that 51% of students achieved proficiency (Level 3). Our goal for the 2013-14 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 54%.

G1.B1 The area of deficiency for standard curriculum students as well as SWD, ELL and Hispanic students, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Number Base Ten and Fractions. Students experienced difficulty in using mathematical practices that support fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.

G1.B1.S2 Provide differentiated instruction during mathematics instruction to provide students with scaffolded support.

PD Opportunity 1

Utilizing the FCIM, the math coach along with teachers and administrators will review mathematics data and adjust instruction as necessary.

Facilitator

Math Coach

Participants

Administrators, Math Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, Go Math Assessments Summative Assessments: Results of the 2014 FCAT 2.0 Mathematics

G1.B2 The area of deficiency for third and fourth grade students, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Number Base Ten and Fractions. Students experienced difficulty in using mathematical practices that support fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.

G1.B2.S1 Provide opportunities for students to compare and order fractions, including fractions greater than one, using models or strategies during mathematics instruction.

PD Opportunity 1

Incorporate common planning times to identify and plan for instructional strategies and best practices that support instruction in Number Base Ten and Fractions.

Facilitator

Math Coach

Participants

Teachers

Target Dates or Schedule

Common Planning

Evidence of Completion

Lesson Plans, Coach Logs, Student Artifacts

G1.B3 The area of deficiency for fifth grade students, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Expressions, Equations, & Statistics. Students experienced difficulty in solving problems requiring mathematical fluency and problem solving proficiency in the areas of solving equations and analyzing data.

G1.B3.S1 Provide opportunities for students to identify, interpret, and compare line graphs or double bar graphs to represent a given set of data.

PD Opportunity 1

Provide instructional support and resources to enhance instruction in the area of solving equations and analyzing data.

Facilitator

Math Coach

Participants

Administrators, Math Coach, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Coach Logs, Student Artifacts

G2. READING - Results of the 2013 FCAT 2.0 Reading assessment indicates that 49% of students achieved proficiency (Level 3). Our goal for the 2013-14 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 53%.

G2.B1 The area of deficiency among standard curriculum students and the SWD, Hispanic, and ELL subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Reporting Category 1: Vocabulary - Multiple Meanings in Context. Students experienced difficulty in determining the meaning of words and phrases as used in a Elements of story structure – character development, setting, plot, problem/solution text and in distinguishing literal from non-literal language [Domain 2, CCSS.ELA-Literacy RL.3.5.4].

G2.B1.S1 Increase opportunities to build students general knowledge of words, word relationships, and multiple meanings of words through focused vocabulary instruction using McGraw-Hill Wonders Reading series.

PD Opportunity 1

Utilize response journals to provide opportunities for students to determine the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Response Journals, McGraw-Hill assessments

G2.B1.S2 Implement and monitor the effective use of data driven instruction.

PD Opportunity 1

Provide professional development on analyzing multiple data sources.

Facilitator

Participants

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign-In Sheets & Agendas

G2.B4 The area of deficiency for fifth grade students, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application - Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order [NGSSS, LA.3-5.1.7.3]. Students experienced difficulties determining the main idea or essential message in a grade level text [CCSS.ELA-Literacy RI.3.1 & RI.3.2].

G2.B4.S1 During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency.

PD Opportunity 1

During data planning sessions, teachers will utilize district interim assessment data to formulate DI groups and plan for teacher led center instruction

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans, DI Groups, Classroom Observation

G3. WRITING - Results of the 2013 FCAT 2.0 Writing assessment indicates that 60% of students FCAT Writing Achieved Level 3.5. Our goal for the 2013-14 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 63%.

G3.B2 Performance data from the 2013 FCAT 2.0 Writing indicates that students need additional support writing narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events.

G3.B2.S1 Provide mini-lessons using mentor texts on how to organize details and develop sentences that will enhance the clarity of the piece by deleting extraneous or repetitive information to maintain focus and clarity.

PD Opportunity 1

Following the FCIM, monthly narrative/expository prompts will be scored and reviewed by the LLT and MTSS/Rtl team in order to monitor students' progress in the identified areas of need and adjust instruction as needed.

Facilitator

Reading Coach

Participants

LLT, Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly writing prompts, district interim assessments, pacing guide mini lessons
Summative Assessments: Results of the 2014 FCAT 2.0

G4. SCIENCE - Results of the 2013 FCAT 2.0 Science assessment indicates that 42% of students achieved proficiency (Level 3). Our goal for the 2013-14 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 45%.

G4.B1 The area of deficiency for fifth grade students was Category 1: Nature of Science. Students experienced difficulty in their ability to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

G4.B1.S2 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.

PD Opportunity 1

Following the FCIM, data from district interim and benchmark assessments will be reviewed in order monitor students' progress and adjust instruction as needed.

Facilitator

Science Department

Participants

Administrators, Science Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, Science Lab Journals, benchmark assessments
Summative Assessments: Results of the 2014 FCAT 2.0 Science

G7. EARLY WARNING SYSTEM - Our goal for the 2013-14 school year is to decrease the number of students who missed 10% or more of instructional time and students at-risk academically and behaviorally.

G7.B1 In monitoring the Early Warning System, 11% of students missed 10 or more percent of instructional time and 1% of students were suspended during the 2012 - 2013 school year. It is imperative that students are present to receive instruction and gain proficiency in all subject areas.

G7.B1.S1 Implement a reward system to recognize students for perfect attendance and good behavior.

PD Opportunity 1

Utilizing the FCIM, EWS records will be reviewed to identify and address any areas of concern.

Facilitator

Student Services

Participants

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

MTSS/RtI Records, Parent Conference Documents, Student Code of Conduct, School Policies and Procedures Manual

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	READING - Results of the 2013 FCAT 2.0 Reading assessment indicates that 49% of students achieved proficiency (Level 3). Our goal for the 2013-14 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 53%.	\$3,000
G7.	EARLY WARNING SYSTEM - Our goal for the 2013-14 school year is to decrease the number of students who missed 10% or more of instructional time and students at-risk academically and behaviorally.	\$1,000
Total		\$4,000

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Evidence-Based Program	Total
EESAC	\$1,000	\$0	\$1,000
EESAC, Title I	\$0	\$3,000	\$3,000
Total	\$1,000	\$3,000	\$4,000

Budget Details

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

G2. READING - Results of the 2013 FCAT 2.0 Reading assessment indicates that 49% of students achieved proficiency (Level 3). Our goal for the 2013-14 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 53%.

G2.B2 The area of deficiency for third grade students, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis - Elements of story structure – character development, setting, plot, problem/solution [NGSSS LA.3-5.2.1.2]. Students experienced difficulties identifying and interpreting elements of story structure within a text [CCSS ELA-Literacy RL.3.3 & 3.6].

G2.B2.S1 Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

Action Step 3

Implement the Accelerated Reader program to provide additional practice and support analyzing literature.

Resource Type

Evidence-Based Program

Resource

Annual online subscription to software

Funding Source

EESAC, Title I

Amount Needed

\$3,000

G7. EARLY WARNING SYSTEM - Our goal for the 2013-14 school year is to decrease the number of students who missed 10% or more of instructional time and students at-risk academically and behaviorally.

G7.B1 In monitoring the Early Warning System, 11% of students missed 10 or more percent of instructional time and 1% of students were suspended during the 2012 - 2013 school year. It is imperative that students are present to receive instruction and gain proficiency in all subject areas.

G7.B1.S1 Implement a reward system to recognize students for perfect attendance and good behavior.

Action Step 1

Utilizing the FCIM, EWS records will be reviewed to identify and address any areas of concern.

Resource Type

Other

Resource

Incentives and awards given to students who make Attendance, Alpha, Beta, and/or Citizenship Honor Roll each grading period.

Funding Source

EESAC

Amount Needed

\$1,000