



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Greenglade Elementary School

3060 SW 127TH AVE

Miami, FL 33175

305-223-5330

<http://greenglade.dadeschools.net/welcome.htm>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 78%
Alternative/ESE Center No	Charter School No	Minority Rate 97%

School Grades History

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	15
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	25
Part III: Coordination and Integration	46
Appendix 1: Professional Development Plan to Support Goals	47
Appendix 2: Budget to Support Goals	49

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

Greenglade Elementary School

Principal

Maria V. Tercilla

School Advisory Council chair

Celina Carpintero

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

Name	Title
Celina Carpintero	SAC Chairperson
Iliana Varona	Kindergarten Chairperson
Erin Katz- Schroeder	First Grade Chairperson
Helen Hernandez	Second Grade Chairperson
Alicia Cordova-Reyes	Third Grade Chairperson
Elena Giraldez	Fourth Grade Chairperson
Yvette Marchetti	Fifth Grade Chairperson
Nancy Naya-Villa	Bilingual
Kim Motta	Special Education Program
Sonia Ortega	Special Education Program
Maylin Ramirez	Special Education Program

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The Greenglade Elementary School Advisory Council shall be made up of at least 6 teachers, 5 parents, 1 student, 2 education support employees, 1 business/community representative, the UTD steward, the principal, and an alternate representative. With the exception of the principal and the business community representative, all other members shall be elected by their constituent groups. The Council

will be representative of the ethnic, linguistic, and economic community served by Greenglade Elementary School. The Council shall elect a Chairperson and a Co-Chairperson. All instructional personnel employed by the school are eligible to be elected teacher representatives to the Council. All non-instructional personnel are eligible to be elected education support employee representative. All parents, guardians or significant others responsible for a child enrolled in Greenglade Elementary School are eligible to be elected as parent representatives.

Involvement of the SAC in the development of the SIP

The purpose of the Greenglade Elementary School Advisory Council is to work together to ensure improved student achievement by preparing and evaluating the school improvement plans. The regular meetings of the Council will be held as needed at least four times during the school year. All meetings shall be held at a time that is convenient to parents, students, teachers, and business/community representatives. All meetings discuss the School Improvement Plan.

Activities of the SAC for the upcoming school year

The SAC will be involved in two activities this school year: technology upgrade (smartboards, computers etc) and intervention programs for students at Levels 1 and 2.

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

Fifty percent of the funds \$1,100.00 will be spent of the purchase of a projector for a smartboard and the other fifty percent will be spent of tutoring materials for reading and math.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Maria V. Tercilla

Principal Years as Administrator: 12 Years at Current School: 7

Credentials

Ed. D in Educational Leadership,
 M.S. Computer Education,
 B.A. English Education,
 Gifted Education Endorsement

Performance Record

'13 '12 '11 '10 '09
 School Grades B B A A A
 High Standards Rdg. 64 64 80 77 76
 High Standards Math 65 59 77 78 79
 Learning Gains – Rdg 73 80 64 73 70
 Learning Gains – Math 65 49 53 56 65
 Gains Rdg- 25% 70 75 63 74 66
 Gains Math – 25% 60 38 56 53 60

Lianne Batlle-Baez

Asst Principal Years as Administrator: 7 Years at Current School: 2

Credentials

Specialist in Educational Leadership,
 Masters Degree in Early Childhood Ed and Administration,
 Bachelor in Elem. Ed,
 Certification in Montessori,
 ESOL Endorsement,
 PreK and Elem Ed Certification

Performance Record

'13 '12 '11 '10 '09
 School Grades B B A A A
 High Standards Rdg. 64 64 80 77 76
 High Standards Math 65 59 77 78 79
 Learning Gains – Rdg 73 80 64 73 70
 Learning Gains – Math 65 49 53 56 65
 Gains Rdg- 25% 70 75 63 74 66
 Gains Math – 25% 60 38 56 53 60

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

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

Classroom Teachers

of classroom teachers

26

receiving effective rating or higher

26, 100%

Highly Qualified Teachers

100%

certified in-field

26, 100%

ESOL endorsed

24, 92%

reading endorsed

2, 8%

with advanced degrees

6, 23%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

6, 23%

with 6-14 years of experience

13, 50%

with 15 or more years of experience

8, 31%

Education Paraprofessionals

of paraprofessionals

4

Highly Qualified

3, 75%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

The school's strategies to recruit highly qualified teachers begins with a partnership with the local Universities establishing an internship program for university students to experience the classroom setting. Along with this, Open Houses, Parent meetings and Curriculum Fairs are conducted throughout the school year. The persons responsible is the Administrative Team.

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

N/A

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/Rti Team will meet weekly on a day when all members are available. The Team will review all new data which has become accessible since the previous meeting, e.g. District Baselines, District Interims, FAIR, and On-going Progress Monitoring (OPM). Classrooms and individual students will be identified as not meeting, meeting or exceeding benchmarks. The Team will use this information to identify professional development needs and resources that are available to enhance differentiating core instruction as well as interventions. These needs will be discussed with teachers in PLCs, giving colleagues the opportunity to share Best Practices and thereby augment the instruction in their grade levels/departments.

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

The MTSS/Rti Leadership Team meets with the School Advisory Committee (SAC) and principal to help develop the School Improvement Plan.

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The Leadership Team will address the individual needs of each student group and implementation of supporting needed strategies to ensure student academic success.

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

(Principal)- Ensures that the school-based MTSS/RtI Team is meeting; oversees the data from school-wide, district, and state assessments, provides necessary resources for implementing interventions for students requiring additional academic support as illustrated in the data, and ensures professional development to support RtI Implementation.

(Assistant Principal)- Assist the principal with the above tasks and follow-up with any needed adjustments to the curriculum as reflected in the data considered. Plan for professional development for teachers to improve classroom instruction. Guide teachers on the use of the District's K-12 Reading Plan; facilitate and support data collection; assist with data analysis; review data with teachers; train and support teachers on obtaining data from the subtests of the Florida Assessments for Instruction in Reading (FAIR); follow-up with teachers on using data in their classrooms to differentiate reading instruction; model strategies for reading instruction based on scientifically based reading research appropriate in specific classrooms and with specified groups of students. Provide training and support for individuals who will be responsible for working with students using interventions; and identify students to be added/removed from intervention groups as new data is made available.

(Psychologist)- Assist with data collection and analysis; prepare and present data reports to the MTSS/RtI team; provide the Team with any other pertinent information on students who have been referred to Student Services. Aid in identifying student to be added/removed from intervention groups as new data becomes available.

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

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the implementation of behavior management systems
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- Florida Comprehensive Assessment Test -FCAT
- Florida Assessments for Instruction in Reading - FAIR
- Math and Science Assessments
- School site specific assessments
- Student Grades
- Behavior
- Student Case Management System
- Detentions
- Suspensions/expulsions

- Referrals by student behavior, staff behavior, and administrative content
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

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

1. Training for all administrators in the MTSS/Rtl problem solving, data analysis process;
 2. Providing support for school staff to understand basic MTSS/Rtl principles and procedures; and
 3. Providing a network of ongoing support for MTSS/Rtl organized through feeder patterns.
- Conduct quarterly data analysis, progress monitoring and identify and develop interventions.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 90

Students in the after school care program participate in "Arts for Learning" Program. This program provides the students with different activities in the areas of the humanities every semester. The areas include, art, music, and dance. Local Artists come to the school to instruct the students in different media as well as a gallery display at the end of the semester. This program is free for the students who wish to participate.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

The data is collected by the daily attendance sheets required by both programs; Arts for Learning and After School Care. In addition the products presented by discipline in each semester.

Who is responsible for monitoring implementation of this strategy?

The person responsible for monitoring the implementation of the strategy is the After School Care Manager.

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Maria V. Tercilla	Principal
Mrs. Lianne Batlle-Baez	Assistant Principal

Name	Title
Mrs. Celina Carpintero	SAC Chairperson
Mrs. Varona	Grade Level Chair
Mrs. Helen Hernandez	Primary Department Chair
Mrs. Alicia Cordova Reyes	Intermediate Department Chair
Ms. Nancy Naya	Bilingual Chair
Mrs. Caridad Somano	Special Areas Chair
Ms Kim Motta	SWD Chair

How the school-based LLT functions

The Principal selects the teams members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents higher qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The team will meet monthly throughout the school year. The Principal will cultivate the vision for increased school wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. The team will discuss and analyze data, adjust curriculum to drive instruction, and provide strategies for differentiated instruction. In addition, the team will monitor intervention strategies and identify trends for improvement.

Major initiatives of the LLT

The LLT will provide motivation and promote a spirit of collaboration within the faculty to create a schoolwide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators, and providing professional development. In addition, conferences will be conducted with teachers individually to analyze their students' data and determine strengths and weaknesses. Data will come from previous year's outcome, measure on-going progress monitoring and program assessments.

Every Teacher Contributes to Reading Instruction

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

The school will ensure that teachers promote a spirit of collaboration within the faculty to create a school wide focus on literacy and reading achievement by establishing model classrooms; and providing professional development. In addition, professional learning communities will be conducted with teachers to analyze their students' data and determine strengths and weaknesses.

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

Vertical planning is scheduled on a regular basis between the Pre-K teachers and the Kindergarten teachers

in order to facilitate this transition. In addition, students participate in several Kindergarten activities throughout the school year. Parents are invited to an orientation meeting and parent workshops in preparation for Kindergarten transition.

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	66%	64%	No	69%
American Indian		0%		
Asian		0%		
Black/African American		0%		
Hispanic	67%	64%	No	70%
White	61%	0%	Yes	65%
English language learners	58%	43%	No	63%
Students with disabilities	28%	21%	Yes	36%
Economically disadvantaged	65%	62%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	60	24%	28%
Students scoring at or above Achievement Level 4	97	39%	41%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		73%	76%
Students in lowest 25% making learning gains (FCAT 2.0)		70%	73%

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)	109	68%	71%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	45	28%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	38	23%	31%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	51	57%	61%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	65%	Yes	71%
American Indian		0%		
Asian		0%		
Black/African American		0%		
Hispanic	68%	66%	Yes	72%
White	66%	0%	Yes	69%
English language learners	73%	51%	No	75%
Students with disabilities	39%	21%	No	45%
Economically disadvantaged	66%	21%	Yes	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	58	23%	26%
Students scoring at or above Achievement Level 4	104	41%	42%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		65%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		60%	64%

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	23	29%	32%
Students scoring at or above Achievement Level 4	23	29%	30%

Florida Alternate Assessment (FAA)

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

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

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

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	35	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	15	3%	2%
Students who are not proficient in reading by third grade	36	44%	40%
Students who receive two or more behavior referrals	72	15%	14%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	0%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0		
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

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

Based on the analysis of parental participation , our 2012-2013 school goal was 52% and increased by the end of the year to 55%. Our goal for the 2013-2014 is to increase parental involvement in school activities by 3% to 58%.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Science With A Twist (S.W.A.T.) Night	217	43%	47%
Reading Under the Stars Night	300	40%	43%

Goals Summary

- G1.** The results of 2012-2013 Reading FCAT 2.0 Assessment indicate that 64 % of students achieved proficiency. Our goal for the 2013-2014 school year is to increase that percentage to 69%.
- G2.** The results of the 2013 CELLA Assessment in Writing indicate that 23% of students achieved proficiency. Our goal for the 2013-2014 school year, is to increase the proficiency level by 8 %
- G3.** The results of the 2013 FCAT Writing Test indicate that 57% of students achieved Level 3.5 and above proficiency. Our goal for the 2013 – 2014 school year is to increase proficiency to 61%.
- G4.** The results of the 2013 FCAT 2.0 Mathematics indicate that 65% of students achieved Level 3 proficiency. Our goal for the 2013 – 2014 school year is to increase Level 3 student proficiency to 71%.
- G5.** The results of the 2013 FCAT 2.0 Science indicate that 23% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving Level 3 proficiency by 9 percentage points to 32%.
- G6.** Our goal for the 2013-2014 school year is to increase the number of opportunities the students will have to complete the STEM projects. Students will engage in rigorous applications of science, technology, engineering and mathematics.
- G7.** Our goal for the 2013-2014 school year is to increase our attendance rate by minimizing absences from 7 % of the students missing 10% or more absences of instructional time to 6 % of the students missing 6 or more of instructional time.

Goals Detail

G1. The results of 2012-2013 Reading FCAT 2.0 Assessment indicate that 64 % of students achieved proficiency. Our goal for the 2013-2014 school year is to increase that percentage to 69%.

Targets Supported

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

Resources Available to Support the Goal

- The Reading Wonders series will be used to address the barriers along with Reading Plus 4.0.

Targeted Barriers to Achieving the Goal

- Student performance data from the 2013 administration of the FCAT 2.0 Reading indicated the deficiency of level 3 students was Reading Application
- Student performance data from the 2013 administration of the FCAT 2.0 Reading indicated the deficiency of level 3 students was vocabulary.

Plan to Monitor Progress Toward the Goal

Monitor goals and related benchmarks through a quarterly status report update on formative assessment: FAIR, Baseline and Mid-Year Interim Assessments Weekly teacher assessments

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

Ongoing classroom assessments focusing on students' knowledge of targeted skills; adjusting instructional Focus Calendars as needed.

Evidence of Completion:

2014 FCAT 2.0 Reading Assessment

G2. The results of the 2013 CELLA Assessment in Writing indicate that 23% of students achieved proficiency. Our goal for the 2013-2014 school year, is to increase the proficiency level by 8 %

Targets Supported

- Writing

Resources Available to Support the Goal

- Reading Wonders

Targeted Barriers to Achieving the Goal

- A diminished amount of time to model Writing skills will affect students' ability to improve and obtain proficiency.

Plan to Monitor Progress Toward the Goal

During grade level meetings and and administration data chats.

Person or Persons Responsible

Literacy Leadership Team,

Target Dates or Schedule:

Quarterly

Evidence of Completion:

CELLA Test; Monthly writing prompts.

G3. The results of the 2013 FCAT Writing Test indicate that 57% of students achieved Level 3.5 and above proficiency. Our goal for the 2013 – 2014 school year is to increase proficiency to 61%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Wonders

Targeted Barriers to Achieving the Goal

- FCAT Writing 2013 data shows that students in fourth grade students lack the ability to elaborate and support their ideas and use appropriate writing conventions. An area students scoring at 3.0 demonstrate a deficiency with is Word Choice. Students need to have a command of the English language to develop proper use of words and precise word choice.

Plan to Monitor Progress Toward the Goal

Use CRISS strategies for vocabulary enhancement, and as a means to understand and apply word choice. Review writing samples to identify common mechanical errors.

Person or Persons Responsible

LLT, Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative: 2013 FCAT 2.0 Writing Assessment

G4. The results of the 2013 FCAT 2.0 Mathematics indicate that 65% of students achieved Level 3 proficiency. Our goal for the 2013 – 2014 school year is to increase Level 3 student proficiency to 71%.

Targets Supported

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

Resources Available to Support the Goal

- Go Math- Common Core

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the administration of the 2013 FCAT 2.0 Mathematics was Reporting Category: Geometry and Measurement. This deficiency is due to limited ability in remembering measurement concepts and recognizing geometric shapes.
- An area of minimal growth and requires improved performance as noted on the 2013 administration of the FCAT 2.0 Mathematics test in 4th Grade is Category 2 Number Base Ten and Fractions

Plan to Monitor Progress Toward the Goal

Provide enrichment in targeted categories through technology-based programs; such as, Riverdeep and Gizmos, to facilitate mathematics instruction and stimulate critical thinking skills in Geometry and Measurement.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Reports from computerbased activities and Interim Assessments

G5. The results of the 2013 FCAT 2.0 Science indicate that 23% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving Level 3 proficiency by 9 percentage points to 32%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Review of assessment results, FCAT Explorer progress and students' science lab journals, sheets, and logs on a biweekly basis, Gizmos and Riverdeep.

Targeted Barriers to Achieving the Goal

- The area of deficiency was noted on the 2012-2013 administration of the FCAT 2.0 Science test was Physical Science. Students need time for in-depth exposure to inquiry based activities that is necessary to understand concepts and increase proficiency.

Plan to Monitor Progress Toward the Goal

Vertical training on the implementation of the NGSSS to ensure fidelity and depth of the content presented to students.

Person or Persons Responsible

Administrators and LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Research, collaborate, design, and implement instructional strategies to increase rigor through inquiry based learning

G6. Our goal for the 2013-2014 school year is to increase the number of opportunities the students will have to complete the STEM projects. Students will engage in rigorous applications of science, technology, engineering and mathematics.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Science Lab

Targeted Barriers to Achieving the Goal

- Students are in need of additional, rigorous applications of science process, technological, and mathematical skills in defining problems and designing solutions to real world situations as a means to enhance their performances on mathematics and science assessments,

Plan to Monitor Progress Toward the Goal

Teacher observation and assessment of student and small group products and t monitored through classroom walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly, ongoing

Evidence of Completion:

Culminating projects presented in Spring 2014

G7. Our goal for the 2013-2014 school year is to increase our attendance rate by minimizing absences from 7 % of the students missing 10% or more absences of instructional time to 6 % of the students missing 6 or more of instructional time.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Attendance Review Committee: Counselor, Community Involvement Specialist, and incentive reward for the students.

Targeted Barriers to Achieving the Goal

- An area which presents a barrier would be parents and students complying with district attendance and truancy procedures.
- A barrier regarding tardies is parents bringing K-1 students to school late, along with older siblings who have a later arrival time.

Plan to Monitor Progress Toward the Goal

Implement procedures to monitor weekly student attendance and meet with the parents of the students with excessive absences.

Person or Persons Responsible

Administration, Counselor, and Community Involvement Specialist.

Target Dates or Schedule:

Bi-Weekly

Evidence of Completion:

Review of COGNAS reports, and daily attendance reports.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of 2012-2013 Reading FCAT 2.0 Assessment indicate that 64 % of students achieved proficiency. Our goal for the 2013-2014 school year is to increase that percentage to 69%.

G1.B1 Student performance data from the 2013 administration of the FCAT 2.0 Reading indicated the deficiency of level 3 students was Reading Application

G1.B1.S1 Provide for students to experience a variety of text which use different types of vocabulary and descriptive language.

Action Step 1

Instruct students in the use of concept maps, QAR and cooperative learning to build their general knowledge of word meanings and relationships, the study of synonyms, antonyms, and practice recognizing examples and nonexamples of word relationships.

Person or Persons Responsible

Classroom Teacher, MTSS/Rtl and LLT. Focused Classroom Walkthroughs and lesson plan review.

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Benchmark Mini Assessments, Chapter Tests, and Interim Assessments

Facilitator:

Pauline Ward

Participants:

Classroom teachers

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

Use mentor text and exemplars for creative, effective writing. Incorporate story maps/webs as a means to demonstrate how good writers provide supporting details (elaboration) in their writing.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing, quarterly basis, review and analyze results of selection tests and Interim Assessments to evaluate students' performance on vocabulary activities.

Evidence of Completion

Interim Assessments and Read Plus reports. Summative: 2014CELLA Assessment

Plan to Monitor Effectiveness of G1.B1.S1

Conduct reviews of data and interim assessments. Data chats will be conducted after each interim assessment for progress monitoring. Conduct grade level departments to obtain teacher feedback of effectiveness of strategies.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Quarterly Focused Classroom Walk throughs and lesson plan review .

Evidence of Completion

Interim assessments and Reading Plus reports. Summative: 2014 CELLA Assessment

G1.B1.S2 Incorporate the Language Experience Approach (LEA) in daily instruction to provide students opportunities to respond to firsthand, multisensorial experiences.

Action Step 1

Teach students to effectively use text features such as reading charts, graphs and diagrams.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing classroom assessments focusing on student understanding of text features.

Facilitator:

Assistant Principal

Participants:

Classroom teachers

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

Administrative walkthroughs and observations

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S2

Data chats and interim assessments reviews

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim assessments reports

G1.B2 Student performance data from the 2013 administration of the FCAT 2.0 Reading indicated the deficiency of level 3 students was vocabulary.

G1.B2.S1 Provide opportunities for students to experience words with multiple meanings in a variety of context.

Action Step 1

Use of graphic organizers, instructional focus calendars, and writing strategies.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing throughout the school year 2013-2014

Evidence of Completion

Student folder artifacts.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2.S2 Use of Instructional Focus Calendars and graphic organizers that address areas for improvement; utilization of grade level Common Core State Standards; literacy instruction that includes increase use of poetry, drama, myths and diverse digital media formats.

Action Step 1

Teach students to effectively use text features such as reading charts, graphic organizers and diagrams.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student folder artifacts

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Administrative walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S2

Data chats conducted after interim assessment results

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

G2. The results of the 2013 CELLA Assessment in Writing indicate that 23% of students achieved proficiency. Our goal for the 2013-2014 school year, is to increase the proficiency level by 8 %

G2.B1 A diminished amount of time to model Writing skills will affect students' ability to improve and obtain proficiency.

G2.B1.S1 Implement the use of SuccessMaker 30 minutes, daily; use teacher led groups,modeling, brainstorming and cooperative learning groups, role-play and think aloud.

Action Step 1

Review SuccessMaker reports to ensure students are making adequate progress.

Person or Persons Responsible

Literacy Leadership Team, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: SuccessMaker reports Summative: CELLA 2014 Writing Assessment

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

Review school-wide monthly prompts for evidence of proficiency.

Person or Persons Responsible

Literacy Leadership Team, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Daily use of journals, illustrating and labeling, letter writing, summarizing and writing prompts.

Plan to Monitor Effectiveness of G2.B1.S1

Review SuccessMaker reports to ensure students are making adequate progress.

Person or Persons Responsible

Literacy Leadership Team,

Target Dates or Schedule

Quarterly

Evidence of Completion

Daily use of journals, illustrating and labeling, letter writing, summarizing and writing prompts.

G2.B1.S2 Utilize the writing process steps such as planning, drafting, revising, editing and publishing as students complete the monthly writing prompts.

Action Step 1

Review monthly prompts

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Writing prompts and journals

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

Review writing prompts for evidence of proficiency

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Prompts and writing samples in student folders

Plan to Monitor Effectiveness of G2.B1.S2

Review journals and samples of writing through classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student writing samples

G3. The results of the 2013 FCAT Writing Test indicate that 57% of students achieved Level 3.5 and above proficiency. Our goal for the 2013 – 2014 school year is to increase proficiency to 61%.

G3.B1 FCAT Writing 2013 data shows that students in fourth grade students lack the ability to elaborate and support their ideas and use appropriate writing conventions. An area students scoring at 3.0 demonstrate a deficiency with is Word Choice. Students need to have a command of the English language to develop proper use of words and precise word choice.

G3.B1.S1 Use CRISS strategies for vocabulary enhancement, and as a means to understand and apply word choice. Review writing samples to identify common mechanical errors..

Action Step 1

Use mentor text and exemplars as springboards for effective writing, and as a means to understand and apply word choice, support and voice. Review writing samples to have students identify sentence structures, punctuation, subject/verb agreement, and pronoun referent errors.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Review of baselines, on-going assessments, and students' monthly writing samples in portfolios,

Evidence of Completion

Review student writing folders to locate evidence of students' ability to elaborate on a concept and support ideas.

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

Work on expanding writing process skills when writing to tell; provide students daily feedback on writing drafts to develop elaboration; and incorporate grammar usage, mechanics, conventions and proofreading strategies.

Person or Persons Responsible

Teachers will review formative assessment data monthly to ensure effectiveness and adjust instruction as needed.

Target Dates or Schedule

August 2013 and May 2014

Evidence of Completion

Formative: Reports generated from District Pre/Post Tests, student

Plan to Monitor Effectiveness of G3.B1.S1

Use mentor text and anchor papers as springboards for creative, effective writing and as a means to understand and apply voice and word choice.

Person or Persons Responsible

Language Arts and Social Studies Teachers will review formative assessment data monthly to ensure effectiveness and adjust instruction as needed.

Target Dates or Schedule

Weekly, monthly, quarterly

Evidence of Completion

Summative: Results from the 2013 FCAT 2.0 Writing.

G4. The results of the 2013 FCAT 2.0 Mathematics indicate that 65% of students achieved Level 3 proficiency. Our goal for the 2013 – 2014 school year is to increase Level 3 student proficiency to 71%.

G4.B1 The area of deficiency as noted on the administration of the 2013 FCAT 2.0 Mathematics was Reporting Category: Geometry and Measurement. This deficiency is due to limited ability in remembering measurement concepts and recognizing geometric shapes.

G4.B1.S1 Provide contexts for mathematical practice and the development of student understanding of geometric and measurement concepts by supporting the use of manipulatives and engaging in weekly opportunities for practice utilizing Riverdeep and Gizmos. Additionally, STAR Math, FCAT Explorer, and FCAT Coach will be used weekly to support instruction.

Action Step 1

Review formative assessment data monthly to ensure effectiveness and adjust instruction as needed.

Person or Persons Responsible

Administrators, Instructional Coach, and Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Reports generated from District Baseline and Interim Assessments, Mini- Benchmark Assessments, student work samples, Teacher-Made Assessments, FCAT Explorer, Gizmos, and FCAT Coach Pre/Post-Tests.

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

Increase the understanding of basic multiplication facts and whole numbers; develop an understanding of addition and subtraction of fractions and decimals; identify and relate prime/composite numbers and factors/multiples within the context of fractions; and describe real-world situations.

Person or Persons Responsible

Administrators, Instructional Coach, and Leadership Team

Target Dates or Schedule

Weekly, Monthly

Evidence of Completion

Formative: Reports generated from District Baseline and Interim Assessments, Mini- Benchmark Assessments, student work samples, Teacher-Made Assessments,

Plan to Monitor Effectiveness of G4.B1.S1

Review formative assessment data monthly to ensure effectiveness and adjust instruction as needed.

Person or Persons Responsible

Administrators, Instructional Coach, and Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Provide enrichment opportunities for students to convert units of measurement within the same dimension using manipulatives and project-based learning activities in order to solve rigorous problems ut

G4.B2 An area of minimal growth and requires improved performance as noted on the 2013 administration of the FCAT 2.0 Mathematics test in 4th Grade is Category 2 Number Base Ten and Fractions

G4.B2.S1 Provide opportunities for students to incorporate practical application of portions through exploration in order to develop problem solving strategies during daily instruction in order to solve real world application based problems.

Action Step 1

Teachers will provide the instructional support needed for students to identify values in expressions using GO-Math and Riverdeep programs.

Person or Persons Responsible

MTSS/Rtl, Leadership Team

Target Dates or Schedule

On a monthly basis, review of GO-Math! Florida benchmark, chapter, mini assessments and District baseline and interim assessment.

Evidence of Completion

Formative: Benchmark Mini Assessments, Chapter Tests, and Interim Assessments

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

Teachers will provide the instructional support needed for students to identify values in expressions using GO-Math and Riverdeep programs.

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule

Monitor mathematics goal(s) and related benchmarks through quarterly status report update.

Evidence of Completion

Formative: Benchmark Mini Assessments, Chapter Tests, and Interim Assessments Summative: 2014 FCAT 2.0 Assessment

Plan to Monitor Effectiveness of G4.B2.S1

Provide enrichment in targeted categories through technology-based programs; such as, Riverdeep and Gizmos, to facilitate mathematics instruction and stimulate critical thinking skills in Number: Fractions.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Review of reports generated by computer programs

G4.B2.S2 Use the instructional support needed for students to engage in mathematical exploration to develop problem solving strategies during daily instruction in order to solve real world application based problems.

Action Step 1

Review formative assessment data monthly to ensure effectiveness and adjust instruction as needed

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Baseline and Interim Assessment reports

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

Increase understanding of facts, whole numbers, addition, subtraction and related basic math concepts.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Benchmark Assessments

Plan to Monitor Effectiveness of G4.B2.S2

Review formative assessments data to adjust instruction

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark tests

G5. The results of the 2013 FCAT 2.0 Science indicate that 23% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving Level 3 proficiency by 9 percentage points to 32%.

G5.B1 The area of deficiency was noted on the 2012-2013 administration of the FCAT 2.0 Science test was Physical Science. Students need time for in-depth exposure to inquiry based activities that is necessary to understand concepts and increase proficiency.

G5.B1.S1 Provide weekly activities for students to design and develop science and engineering projects to increase scientific thinking and the development and implementations of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.

Action Step 1

Provide students enrichment activities with rigorous guided inquiry-based learning linked to real-world scenarios delivered through weekly mini-labs.

Person or Persons Responsible

Administration, and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Reports generated from District Baseline and Interim Assessments, Mini- Benchmark Assessments, student work samples, Teacher-Made Assessments, FCAT Coach Science Pre/Post Tests, and Gizmos.

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

Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, models, and various investigative methods scientists use

Person or Persons Responsible

Administration, and Leadership Team ,MTSS /Rti

Target Dates or Schedule

Review of assessment results, FCAT Explorer progress and students science lab journals, sheets, and logs on a biweekly basis,

Evidence of Completion

Formative: Reports generated from District Baseline and Interim Assessments, Mini- Benchmark Assessments, student work samples, Teacher-Made Assessments,

Plan to Monitor Effectiveness of G5.B1.S1

Develop enrichment experiences and activities to support science through Fairchild Challenge, Science Fair, and field-trips that provide opportunities for students to model, explain, and label diagrams showing the cause-and effect relationships of changes in populations in food webs and food chains in different ecosystems.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Results of weekly/ unit assessments, lab logs, and quarterly Interim Assessments

G5.B1.S2 Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.

Action Step 1

Provide students enrichment activities with rigorous guided inquiry-based learning linked to real world scenarios

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Benchmark and teacher made tests

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

Use FCAT Science Coach program

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark and teacher made tests

Plan to Monitor Effectiveness of G5.B1.S2

Review data from benchmark assessments through data chats

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Reports analysis from benchmark tests

G6. Our goal for the 2013-2014 school year is to increase the number of opportunities the students will have to complete the STEM projects. Students will engage in rigorous applications of science, technology, engineering and mathematics.

G6.B1 Students are in need of additional, rigorous applications of science process, technological, and mathematical skills in defining problems and designing solutions to real world situations as a means to enhance their performances on mathematics and science assessments,

G6.B1.S1 Students will identify community issues (e.g., methods for increasing recycling participation and impact), and work in small groups over the course of the school year, researching the issue/problem, designing solutions, and predicting the impacts of their solution strategies through the application of scientific, technological, and mathematical knowledge and skills.

Action Step 1

Monitoring the lesson plans through classroom walk through, and Science Interim Assessments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments, 2014 FCAT 2.0

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

Monitor lesson plans, school projects, and STEM activities

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

School Wide Projects, Interim Assessments, 2014 FCAT 2.0 Science Assessments

Plan to Monitor Effectiveness of G6.B1.S1

Monitoring of student participation and performances. Teacher observation and assessment of student and small group products.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly, ongoing

Evidence of Completion

Student and teacher reflections on the effectiveness of the strategy. nterim Assessments, 2014 FCAT 2.0 Science Assessments

G7. Our goal for the 2013-2014 school year is to increase our attendance rate by minimizing absences from 7 % of the students missing 10% or more absences of instructional time to 6 % of the students missing 6 or more of instructional time.

G7.B1 An area which presents a barrier would be parents and students complying with district attendance and truancy procedures.

G7.B1.S1 Communicate with parents via connect-ed the importance of daily attendance. Review attendance procedures as well as attendance contract during monthly parent meetings. Additionally, an attendance plan consisting of an incentive program to decrease the amount of absenteeism.

Action Step 1

Implement procedures to monitor weekly student attendance and meet with parents of the students with excessive absences (more than 3 a month).

Person or Persons Responsible

Administration, Counselor, and Community Involvement Specialist.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Monitor COGNOS reports on a bi-weekly basis.

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

Implement the procedure to monitor the weekly attendance and meet with the parents of the students with excessive absences.

Person or Persons Responsible

Administration, Counselor, and Community Involvement Specialist.

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Monitor COGNOS report for fidelity and implementation of the program.

Plan to Monitor Effectiveness of G7.B1.S1

Monitor for fidelity the attendance program. Schedule monthly attendance award ceremonies.

Person or Persons Responsible

Administration, Counselor, and Community Involvement Specialist.

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance reports and connect-ed reports

G7.B2 A barrier regarding tardies is parents bringing K-1 students to school late, along with older siblings who have a later arrival time.

G7.B2.S1 Provide parents and students with information relative to the district and school's attendance policy. Establish and implement a procedure for early morning detentions for students and provide incentives for students who attend school regularly.

Action Step 1

Provide K-1 parents with a workshop to review the district and school's attendance policy. Establish and implement a procedure for early morning detentions for students who don't comply.

Person or Persons Responsible

Attendance Review Committee

Target Dates or Schedule

Review daily attendance bulletin and discuss student attendance

Evidence of Completion

Daily attendance bulletin, COGNOS Attendance Reports

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

Provide parents and students with information relative to the district and school's attendance policy. Establish and implement a procedure for early morning detentions for students and provide incentives for students who attend school regularly.

Person or Persons Responsible

Attendance Review Committee

Target Dates or Schedule

Daily

Evidence of Completion

Daily attendance bulletin, COGNOS Attendance Reports

Plan to Monitor Effectiveness of G7.B2.S1

Identify and implement incentive and/or reward programs to encourage improved student attendance, particularly during the latter half of the school year.

Person or Persons Responsible

Attendance Committee

Target Dates or Schedule

Daily

Evidence of Completion

Daily attendance bulletin, COGNOS Attendance Reports

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

Greenglade Elementary School uses its Title I and Title III funds to supplement and enhance the programs for students by providing funds to implement and/or provide:

- tutorial programs
- parent outreach activities
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers
- reading and supplementary instructional materials
- hardware and software for the development of language and literacy skills in reading, mathematics and science, to be used by ELL and immigrant students.

Greenglade Elementary School offers a nonviolence and anti-drug program through Drug Awareness Resistance Education (D.A.R.E.) and Miami-Dade Bully Prevention Program, which includes field trips and counseling. In conjunction with a school-wide service learning Character-Ed project, topics such as bullying are taught as part of the curriculum and the counselor conducts classroom lessons and bullying prevention sessions to include internet safety.

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

Greenglade Elementary School promotes Career Pathways and Programs of Study such as Principal for the

Day and Career Day activities where students gain a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of 2012-2013 Reading FCAT 2.0 Assessment indicate that 64 % of students achieved proficiency. Our goal for the 2013-2014 school year is to increase that percentage to 69%.

G1.B1 Student performance data from the 2013 administration of the FCAT 2.0 Reading indicated the deficiency of level 3 students was Reading Application

G1.B1.S1 Provide for students to experience a variety of text which use different types of vocabulary and descriptive language.

PD Opportunity 1

Instruct students in the use of concept maps, QAR and cooperative learning to build their general knowledge of word meanings and relationships, the study of synonyms, antonyms, and practice recognizing examples and nonexamples of word relationships.

Facilitator

Pauline Ward

Participants

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Benchmark Mini Assessments, Chapter Tests, and Interim Assessments

G1.B1.S2 Incorporate the Language Experience Approach (LEA) in daily instruction to provide students opportunities to respond to firsthand, multisensorial experiences.

PD Opportunity 1

Teach students to effectively use text features such as reading charts, graphs and diagrams.

Facilitator

Assistant Principal

Participants

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing classroom assessments focusing on student understanding of text features.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of 2012-2013 Reading FCAT 2.0 Assessment indicate that 64 % of students achieved proficiency. Our goal for the 2013-2014 school year is to increase that percentage to 69%.	\$200
G4.	The results of the 2013 FCAT 2.0 Mathematics indicate that 65% of students achieved Level 3 proficiency. Our goal for the 2013 – 2014 school year is to increase Level 3 student proficiency to 71%.	\$300
Total		\$500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title 1		\$500
Total		\$500

Budget Details

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

G1. The results of 2012-2013 Reading FCAT 2.0 Assessment indicate that 64 % of students achieved proficiency. Our goal for the 2013-2014 school year is to increase that percentage to 69%.

G1.B2 Student performance data from the 2013 administration of the FCAT 2.0 Reading indicated the deficiency of level 3 students was vocabulary.

G1.B2.S2 Use of Instructional Focus Calendars and graphic organizers that address areas for improvement; utilization of grade level Common Core State Standards; literacy instruction that includes increase use of poetry, drama, myths and diverse digital media formats.

Action Step 1

Teach students to effectively use text features such as reading charts, graphic organizers and diagrams.

Resource Type

Evidence-Based Program

Resource

Scholastic Graphic Organizers

Funding Source

Title 1

Amount Needed

\$200

G4. The results of the 2013 FCAT 2.0 Mathematics indicate that 65% of students achieved Level 3 proficiency. Our goal for the 2013 – 2014 school year is to increase Level 3 student proficiency to 71%.

G4.B1 The area of deficiency as noted on the administration of the 2013 FCAT 2.0 Mathematics was Reporting Category: Geometry and Measurement. This deficiency is due to limited ability in remembering measurement concepts and recognizing geometric shapes.

G4.B1.S1 Provide contexts for mathematical practice and the development of student understanding of geometric and measurement concepts by supporting the use of manipulatives and engaging in weekly opportunities for practice utilizing Riverdeep and Gizmos. Additionally, STAR Math, FCAT Explorer, and FCAT Coach will be used weekly to support instruction.

Action Step 1

Review formative assessment data monthly to ensure effectiveness and adjust instruction as needed.

Resource Type

Evidence-Based Program

Resource

Steady Academy - online resource

Funding Source

Title 1

Amount Needed

\$300