2013-2014 SCHOOL IMPROVEMENT PLAN

North Twin Lakes Elementary School

625 W 74TH PL
Hialeah, FL 33014
305-822-0721
http://ntle.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	92%

Alternative/ESE Center	Charter School	Minority Rate
No	No	99%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
A	B	A	A	A

SIP Authority and Template

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

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

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

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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
North Twin Lakes Elementary School

Principal
Richelle T. Lumpkin

School Advisory Council chair
Tiffanie O'Reilly

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

Name	Title
Richelle T. Lumpkin	Principal
Eduardo Fernandez	Assistant Principal
Hector Guerra	Community School Assistant Principal
Adriana Beatty	Pre-K Chairperson
Gloria Martinez	Kindergarten Chairperson
Mindi Gorelick	First Grade Chairperson
Linda Williams	Second Grade Chairperson
Nancy Rodriguez	Third Grade Chairperson
Jallitze Horta	Fourth Grade Chairperson
Rebecca Castañeda	Fifth Grade Chairperson
Evelyn Gomez	ESOL Chairperson
Victor Gonzalez	School Counselor
Wendy Morales-Halloran	SPED Chairperson
Tiffanie O'Reilly	Lead Teacher

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

- Two administrators (Principal and Assistant Principal)
- One UTD Steward
- Six teachers
- Three educational support personnel
- Eight parents
- Two students
- Two community/business representatives

Involvement of the SAC in the development of the SIP

The SAC presented recommendations for the 2013 – 2014 School Improvement Plan at the end of the 2012 – 2013 school year and reviewed it prior to the final version of the SIP online being posted.

Activities of the SAC for the upcoming school year

The School Advisory Council (SAC) is the sole governing body responsible for the final decision-making at the school relative to the School Improvement Plan (SIP). The SAC also analyzes data and utilizes it for developing school wide objectives to meet the educational needs of all students for academic achievement. The SIP is approved by unanimous consensus before implementation. At regularly scheduled monthly meetings, the SIP is reviewed utilizing the school's SIP checklist of objectives and strategies. The SAC takes into consideration the school's demographics, the school's budget, and the results of the FCAT 2.0 when developing these strategies. The council schedules meetings monthly, notifies its members, and creates agendas in accordance with district and state guidelines.

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

Student incentives - $1500.00
Curriculum support materials and tutoring - $1500.00
Technology for students - $1500.00

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
3

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

Administrator Information:

Richelle T. Lumpkin		
Principal	Years as Administrator: 12	Years at Current School: 5

Credentials	BS-Elementary Education MS-Educational Leadership Certifications-Elementary Education, Occupational Specialist, and Educational Leadership
Performance Record	2013 – School Grade B Rdg. Proficiency, 61% Math Proficiency, 62% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 61 points Rdg. AMO – 63 Math AMO– 73 2012 – School Grade A Rdg. Proficiency, 59% Math Proficiency, 64% Rdg. Lrg. Gains, 76 points Math Lrg. Gains, 62 points Rdg. Imp. of Lowest 25% - 88 points Math Imp. of Lowest 25% - 78 points Rdg. AMO – 59 Math AMO– 70 2011 and prior '11,'10, '09' School Grade: A A D AYP: N N N High Standards Rdg. 77 87 36 High Standards Math 86 93 31 Lrng Gains-Rdg 62 75 56 Lrng Gains-Math 64 74 63 Gains-Rdg-25% 60 66 73 Gains-Math-25% 74 62 68

Eduardo Fernandez		
Asst Principal	Years as Administrator: 8	Years at Current School: 1

Credentials	AA – Elementary Education BS – Elementary Education MS – Educational Leadership ESOL Certification
Performance Record	2013 – School Grade B Rdg. Proficiency, 61% Math Proficiency, 62% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 61 points Rdg. AMO – 63 Math AMO– 73 2012 – School Grade B Rdg. Proficiency, 45% Math Proficiency, 38% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 63 points Rdg. Imp. of Lowest 25% - 62 points Math Imp. of Lowest 25% - 71 points Rdg. AMO – 59 Math AMO– 70 2011 and prior '11,'10, '09' School Grade: D C C AYP: N N N High Standards Rdg. 48 54 51 High Standards Math 52 53 56 Lrng Gains-Rdg 56 54 53 Lrng Gains-Math 58 50 62 Gains-Rdg-25% 37 63 50 Gains-Math-25% 52 67 80

Hector Guerra		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	AA – Elementary Education BS – Elementary Education MS – Educational Leadership ESOL Certification
Performance Record	2013 – School Grade B Rdg. Proficiency, 61% Math Proficiency, 62% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 61 points Rdg. AMO – 63 Math AMO– 70

Classroom Teachers

# of classroom teachers
33

 # receiving effective rating or higher
33, 100%

 # Highly Qualified Teachers
82%

 # certified in-field
33, 100%

 # ESOL endorsed
33, 100%

 # reading endorsed
3, 9%

 # with advanced degrees
14, 42%

 # National Board Certified
0, 0%

 # first-year teachers
0, 0%

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

 # with 6-14 years of experience

21, 64%

 # with 15 or more years of experience

12, 36%

Education Paraprofessionals

# of paraprofessionals

3

 # Highly Qualified

3, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

7

 # 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

Collaboration and cohesiveness are encouraged among the faculty and staff. Common planning times are scheduled to facilitate this. Professional development activities are provided onsite for the faculty. Attendance and representation at annual teacher recruitment fairs, as arranged by the school district, will provide an
opportunity to showcase these practices in addition to sharing the school's vision and mission, academic programs, and its dedicated staff to aspiring teachers. The Principal, Assistant Principal, and Professional Development Liaison oversee these strategies.

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

Although there are no beginning teachers for the 2013 – 2014 school year, beginning teachers (mentees) are routinely paired with highly-qualified veteran teachers within their grade level to serve as their mentor. The principal supports mentee/mentor relationships by contributing professional leave days as needed for mentees and mentors to observe each other's instructional delivery and conduct structured discussions and critiques.

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 school's MTSS/RtI Leadership Team will meet biweekly to confer regarding the following activities: Analyze data such as Edusoft and PMRN Reports and link it to instructional decisions; review progress monitoring data at the grade level and classroom level to recognize students who are meeting/exceeding benchmarks. Based on the following information, the leadership team will provide professional development and resources necessary to carry out effective interventions. The team will also collaborate regularly, resolve problematic issues, share efficient practices, assess implementation, execute choices, and practice new processes and skills. The team will also support the process of building consensus, increasing communications, and managing decisions about implementation. More specifically the roles and responsibilities are as follows: Principal, Assistant Principal and Reading Facilitator: Provides a common vision for the use of data based decision making to include CELLA and District Interim Assessments; establish that the school-based team is implementing MTSS/RtI; conducts assessments of MTSS/RtI skills; ensures implementation of intervention, support, and documentation; determine adequate professional development to support MTSS/RtI implementation; and communicates with parents regarding school-based MTSS/RtI plans and activities. They will consult all stakeholders to verify that the intervention plan devised is appropriate to the needs of the targeted student or students. The Principal and Assistant Principal will make certain that the team process and decisions are implemented in accordance with the goals and desired outcome of the team and the evidence-based strategies chosen as part of the School Improvement Plan. Student Service Personnel: Offer quality services and expertise on areas of concern ranging from outlining a plan to assisting individual students with assessment and interventions. In addition to providing interventions, student service personnel will continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The MTSS/RtI Leadership Team is composed of key educators who consistently analyze data to drive the instructional program. The team will focus on student achievement, school safety, school culture, literacy, attendance, and most importantly, the prevention of student failure through prescriptive intervention programs. MTSS/RtI is a general education initiative in which the levels of support are allocated in direct proportion to student needs with a focus on supplemental and intensive interventions. The team consists of the following:
Richelle T. Lumpkin, Principal
Eduardo Fernandez, Assistant Principal
Hector Guerra, Community School Assistant Principal
TIffanie O'Reilly, Reading Facilitator/teacher
Victor Gonzalez, School Counselor
Grade level Chairpersons:
Adriana Beatty, Pre-K
Gloria Martinez, Kindergarten
Mindi Gorelick, First Grade
Linda Williams, Second Grade
Nancy Rodriguez, Third Grade
Jalitze Horta, Fourth Grade
Rebecca Castañeda, Fifth Grade
Evelyn Gomez, ESOL

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 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 include:
-In-house assessments
-Florida Assessment for Instruction in Reading
-District Interim Assessments
-Standardized testing (Stanford Achievement Test 10 and Florida Comprehensive Assessment Test 2.0
-Attendance reports
-Usage reports (educational software)

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

The Assistant Principal will conduct a hands-on MTSS/RtI Professional Development session in November 2013 with a focus on Problem Solving and Supporting and Evaluating Interventions. The MTSS/RtI Leadership Team will also evaluate additional staff PD needs during the biweekly MTSS/RtI Leadership Team meetings. Additional MTSS/RtI training will take place during Professional Learning Communities and common planning times. The MTSS/RtI Leadership Team will provide evidence-based instructional and behavioral strategies by highly qualified staff that is matched to student needs and monitored on a frequent basis. Information abot the MTSS/RtI Team will be provided for parents on the school's website.

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: 720

Teacher collaboration, planning, and professional development will take place during the following:
-Weekly common planning time with teachers on the same grade level.
-Two mandatory professional development days to take place during two teacher planning days within the 2013 – 2014 school year.
-Professional Learning Community activities/professional development at each mandatory faculty meeting during the 2013 – 2014 school year.

Strategy Purpose(s)

- Instruction in core academic subjects

- Teacher collaboration, planning and professional development

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

Student performance data is collected as follows and analyzed for effectiveness of strategies during data chats following each assessment:
- At the beginning of the school year through administration of the District Baseline Assessments and the Florida Assessment for Instruction in Reading (FAIR) Assessment Period One (AP1).
- In the Fall through the use of the District Fall Interim Assessments program.
- In the winter through the use of the District Winter Interim Assessments and the FAIR AP2.
- In the Spring through the use of Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)simulations, FCAT 2.0 Spring administration, and the FAIR AP3.
Persons responsible include:
- Preparing assessments and overseeing their administration, School Test Chairperson
- Administering assessments, teachers
- Collecting student performance data, School Test Chairperson and reading facilitator
- Conducting data chats, School Principal and Assistant Principals
- Adjusting strategies as needed, teachers

Who is responsible for monitoring implementation of this strategy?

Eduardo Fernandez, Assistant Principal

Literacy Leadership Team (LLT)

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

Name	Title
Richelle T. Lumpkin	Principal
Eduardo Fernandez	Assistant Principal
Hector Guerra	Community School Assistant Principal
Tiffanie O'Reilly	Reading Facilitator/Teacher
Victor Gonzalez	School Counselor
Adriana Beatty	Pre-K Chairperson
Gloria Martinez	Kindergarten Chairperson

Name	Title
Mindi Gorelick	First Grade Chairperson
Linda Williams	Second Grade Chairperson
Nancy Rodriguez	Third Grade Chairperson
Jalitze Horta	Fourth Grade Chairperson
Rebecca Castañeda	Fifth Grade Chairperson

How the school-based LLT functions

The North Twin Lakes Literacy Leadership Team meets monthly, in conjunction with the Administration/ Leadership Team to discuss the implementation of literacy activities and programs ongoing at the school site that increase school-wide literacy across all content areas. The Principal chairs all meetings with grade level chairpersons and department heads in attendance. Information is disseminated, data trends from assessments, both District mandated and NTL generated are discussed and suggestions are given to improve the success of all student stakeholders. It is here that additional programs, professional development needs, and supplementary materials or interventions are identified and/or researched for possible inclusion to the curriculum that we mold to the specific student population found at North Twin Lakes Elementary Community School. Furthermore, there is continual review of practices already in place, and review of fidelity to the state of Florida's K-12 CRRP.

Major initiatives of the LLT

During the 2013 - 2014 school year, the LLT will be searching for possible programs, materials, and/or personnel to provide the best learning environment for the students identified as the lowest twenty-five percent in each grade level. Specifically, teachers will establish monthly classroom reading goals. Students will be encouraged to participate in several reading activities including: book clubs, literacy clubs, book fairs, reading promotion campaigns, Accelerated Reader, and reading contests. Classroom teachers will plan collaboratively with the library media specialist and schedule regular visits to the media center for the purpose of instruction and checking out library materials.

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

At the end of each school year, in the month of June, Pre-Kindergarten and Kindergarten orientations are held at the school. These orientations are advertised throughout the school and community. The main purpose for these orientations is to inform parents on how they can prepare their child for the upcoming school year. Such preparations include, materials, school rules and policies, as well as activities parents can conduct at home in preparation for their child's entry into Pre-K or Kindergarten. In addition, a back to school school-wide orientation as well as Open House are held during the month of August once the current school year is underway
Students in the Kindergarten program are assessed at the beginning of the school year using the Florida Kindergarten Readiness Screening (FLKRS). Data collected from this screening will be used to plan academic and social/emotional instruction for students in kindergarten. Instruction will include modeling, guided practice, and independent practice of all skills. FLKRS will be re-administered mid-year and analyzed to drive instruction for the remainder of the year. An end-of-year assessment will indicate if students have achieved mastery on the Kindergarten grade level expectations. Additional assessments used on an as-needed basis include:
-Oral Language Proficiency Scale – Revised (OLPS-R)

-Houghton Mifflin – Early Growth Indicators Benchmark Assessment
-Child Observation Record (COR)
-The Devereux Early Childhood Assessment (DECA)
-Learning Accomplishment Profile Diagnostic edition (LAP-D)
-LAP-D screening for General Education students
-Phonological and Early Literacy Inventory
-Battelle Developmental Inventory (BDI 2)
-Preschool Key Experience Note Form

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	63%	61%	No	66%
American Indian				
Asian				
Black/African American	56%	58%	Yes	60%
Hispanic	63%	61%	No	67%
White				
English language learners	53%	54%	Yes	58%
Students with disabilities	26%	27%	Yes	33%
Economically disadvantaged	62%	60%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	84	28%	34%
Students scoring at or above Achievement Level 4	90	30%	32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		76%	78%
Students in lowest 25% making learning gains (FCAT 2.0)		71%	74%

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)	123	51%	56%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	71	30%	37%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	55	23%	31%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	56	51%	56%
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	73%	62%	No	75%
American Indian				
Asian				
Black/African American	61%	75%	Yes	65%
Hispanic	73%	61%	No	76%
White				
English language learners	63%	57%	No	67%
Students with disabilities	34%	30%	No	41%
Economically disadvantaged	71%	62%	No	74%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	89	30%	40%
Students scoring at or above Achievement Level 4	91	31%	35%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		61%	65%

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	27	32%	36%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		13%

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	85	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	40	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	11	2%	1%
Students who are not proficient in reading by third grade	52	51%	46%
Students who receive two or more behavior referrals	2	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Results of the 2013 FCAT indicates that 61% of students achieved proficiency in Reading. The goal for the 2013 – 2014 schoolyear will be to increase the percentage of students achieving proficiency to 66%.

G2. Results of the 2013 FCAT indicates that 56% of students achieved proficiency in Writing. The goal for the 2013 – 2014 schoolyear will be to maintain the percentage of students achieving proficiency at 56%.

G3. Results of the 2013 FCAT indicates that 62% of students achieved proficiency in Mathematics. The goal for the 2013 – 2014 schoolyear will be to increase the percentage of students achieving proficiency to 75%.

G4. Results of the 2013 FCAT indicates that 43% of students achieved proficiency in Science. The goal for the 2013 – 2014 schoolyear will be to increase the percentage of students achieving proficiency to 49%.

G5. During the 2012-2013 school year only one STEM activity took place (Science Fair) and was limited to fifth grade students. The goal is to increase the number of STEM activities to two school-wide activities for the 2013 - 2014 schoolyear.

G6. The goal is to maintain or improve in the Early Warning System categories.

G7. The Parental Involvement portion of the School Improvement Plan is on the Online Parental Involvement Plan.

Goals Detail

G1. Results of the 2013 FCAT indicates that 61% of students achieved proficiency in Reading. The goal for the 2013 – 2014 schoolyear will be to increase the percentage of students achieving proficiency to 66%.

Targets Supported

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

Resources Available to Support the Goal

- Reading teachers, SPED teachers, ELL teachers, Reading Facilitator, Media Center clerk, Reading Plus, Accelerated Reader program, Common Core Standards-based adopted reading series (McGraw-Hill Wonders), adopted readng series intervention program (McGraw-Hill Wonders Works), journals, task cards, tutoring, Professional Development.

Targeted Barriers to Achieving the Goal

- Students in the Economically Disadvantaged subgroups are deficient in the Reading Application reporting category as evidenced by low proficiency in this reporting category on the 2013 FCAT 2.0 Reading.

- Students in the Hispanic subroup are deficient in the Vocabulary reporting category as evidenced by low proficiency in this reporting category on the 2013 FCAT 2.0 Reading.

- Third and Fourth grade students scoring at FCAT 2.0 Reading achievement level three are deficient in the Informational Text/Research Process reporting category as evidenced by a 12 percentage point (same for both grade levels) decline in proficiency from 2012 to 2013.

- Fifth grade students scoring at FCAT 2.0 Reading achievement level three are most deficient in the Reading Application reporting category as evidenced by a four percentage point decline in proficiency from 2012 to 2013.

- Third and Fourth grade students scoring at or above FCAT 2.0 Reading achievement level four or above are deficient in the Informational Text/Research Process reporting category as evidenced by a 12 percentage point (same for both grade levels) decline in proficiency from 2012 to 2013.

- Fifth grade students scoring at or above FCAT 2.0 Reading achievement level four or above are most deficient in the Reading Application reporting category as evidenced by a four percentage point decline in proficiency from 2012 to 2013.

- The percentage of students making learning gains in reading did not increase from 2012 to 2013. Seventy six percent of students made learning gains in reading both years.

- The percentage of students in the lowest 25% making learning gains in reading decreased by 17 percentage points from 2012 to 2013.

- 2013 Comprehensive English Language Learning Assessment results demonstrated that English Language Learners (students) required assistance in producing complete sentences using adequate punctuation marks.

- 2013 Comprehensive English Language Learning Assessment results demonstrated that English Language Learners (students) required assistance producing language in response to first-hand experiences.

- 2013 Comprehensive English Language Learning Assessment results demonstrated that English Language Learners (students) required assistance in decoding and reading comprehension.

Plan to Monitor Progress Toward the Goal

Monitor for progress: - District Reading Interim Assessment - 2014 FCAT 2.0 Reading

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Improvement in: Formative Assessments - District Reading Interim Assessment Summative Assessment - 2014 FCAT 2.0 Reading and 2014 CELLA

G2. Results of the 2013 FCAT indicates that 56% of students achieved proficiency in Writing. The goal for the 2013 – 2014 schoolyear will be to maintain the percentage of students achieving proficiency at 56%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Writing teachers, SPED teachers, ELL teachers, Reading Facilitator, Common-Core Standards-based adopted reading series, writing journals.

Targeted Barriers to Achieving the Goal
- Fourth grade student proficiency in narrative writing declined between 2012 and 2013 as evidenced by a 34 percentage point decline in the percentage of students scoring at levels 3.5 or higher on the Florida Writes six-point rubric.

Plan to Monitor Progress Toward the Goal

Monitor for progress: - District Writing Assessment - 2014 FCAT Writing

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Improvement in: Formative Assessments - District Writing Assessment Summative Assessments - 2014 FCAT Writing

G3. Results of the 2013 FCAT indicates that 62% of students achieved proficiency in Mathematics. The goal for the 2013 – 2014 schoolyear will be to increase the percentage of students achieving proficiency to 75%.

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

- Mathematics teachers, Common Core Standards-aligned adopted mathematics series (Go Math), Florida Next Generation Sunshine State Standards-aligned mathematics series (Go Math), educational software provided by the adopted mathematics series (Think Central), mathematics manipulatives, journals, tutoring, Professional Development.

Targeted Barriers to Achieving the Goal

- Students in the Economically Disadvantaged, English Language Learners, Hispanic and Students with Disabilities subgroups did not meet their mathematics Annual Measureable Objectives by nine, six, 12, and four percentage points respectively.

- Third grade students scoring at achievement level 3.0 on the FCAT 2.0 Mathematics had no declines in proficiency in any of the three reporting categories, however, they made no growth from 2012 to 2013.

- Fourth grade students scoring at achievement level 3.0 on the FCAT 2.0 Mathematics are deficient in the Number: Base Ten and Fractions reporting category as evidenced by a 10 percentage point decline in proficiency from 2012 to 2013.

- Fifth grade students scoring at achievement level 3.0 on the FCAT 2.0 Mathematics are deficient in the Geometry and Measurement reporting category as evidenced by an 11 percentage point decline in proficiency from 201 2 to 2013.

- Third grade students scoring at achievement level 4.0 or higher on the FCAT 2.0 Mathematics had no declines in proficiency in any of the three reporting categories, however, they made no growth from 2012 to 2013.

- Fourth grade students scoring at achievement level 4.0 or higher on the FCAT 2.0 Mathematics are deficient in the Number: Base Ten and Fractions reporting category as evidenced by a 10 percentage point decline in proficiency from 2012 to 2013.

- Fifth grade students scoring at achievement level 4.0 or higher on the FCAT 2.0 Mathematics are deficient in the Geometry and Measurement reporting category as evidenced by an 11 percentage point decline in proficiency from 201 2 to 2013.

- The percentage of students making learning gains in mathematics decreased by five percentage points from 2012 to 2013.

- The percentage of students in the lowest 25% making learning gains in mathematics decreased by 17 percentage points from 2012 to 2013.

Plan to Monitor Progress Toward the Goal

Monitor for progress: - District Mathematics Interim Assessments - 2014 FCAT 2.0 Mathematics

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Improvement in: Formative Assessments - District Mathematics Interim Assessments Summative Assessments - 2014 FCAT 2.0 Mathematics

G4. Results of the 2013 FCAT indicates that 43% of students achieved proficiency in Science. The goal for the 2013 – 2014 schoolyear will be to increase the percentage of students achieving proficiency to 49%.

Targets Supported
- Science

- Science - Elementary School

Resources Available to Support the Goal
- Science teachers, SPED teachers, ELL teachers, Florida Next Generation Sunshine State Standards-aligned adopted science series (Scott Foresman), adopted science series laboratory kits, educational software (Gizmos), journals, tutoring, Professional Development.

Targeted Barriers to Achieving the Goal
- Fifth grade students scoring at achievement level 3.0 on the FCAT 2.0 Science are deficient in the Nature of Science and Life Science reporting categories as evidenced by declines in proficiency of 10 percentage points and seven percentage points respectively from 2012 to 2013.

- Fifth grade students scoring at achievement level 4.0 or higher on the FCAT 2.0 Science are deficient in the Nature of Science and Life Science reporting categories as evidenced by declines in proficiency of 10 percentage points and seven percentage points respectively from 2012 to 2013.

Plan to Monitor Progress Toward the Goal

Monitor for progress: - District Science Interim Assessment - 2014 FCAT 2.0 Science

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Improvement in: Formative Assessments - District Science Interim Assessment Summative Assessments - 2014 FCAT 2.0 Science

G5. During the 2012-2013 school year only one STEM activity took place (Science Fair) and was limited to fifth grade students. The goal is to increase the number of STEM activities to two school-wide activities for the 2013 - 2014 schoolyear.

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- Science teachers, SPED teachers, ELL teachers, Florida Next Generation Sunshine State Standards-aligned adopted science series (Scott Foresman), adopted science series laboratory kits, educational software (Gizmos), journals.

Targeted Barriers to Achieving the Goal
- During the 2012-2013 school year only one STEM activity took place (Science Fair) and was limited to fifth grade students.

Plan to Monitor Progress Toward the Goal

Monitor for progress: Annual in-school Science Fair Annual County-wide Science Fair

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
By semester

Evidence of Completion:
Improvement in: Student participation in the in-school Science Fair Student participation in the County-wide Science Fair

G6. The goal is to maintain or improve in the Early Warning System categories.

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- Reading teachers, SPED teachers, ELL teachers, FCAT 2.0 Reading results, Common Core Standards-based adopted reading series intervention program (McGraw-Hill Wonders Works), Student Daily Attendance Report, Student Case Management referralls report, Elementary Code of Student Conduct, school counselor, School-Based Alternative to Suspension Plan, RtI Process.

Targeted Barriers to Achieving the Goal
- Students with excessive excused or unexcused absences or students who arrive late to school on a regular basis miss available instructional time. • Students who miss 10 percent or more of available instructional time will improve to 5% in 2013 - 2014 from 6% in 2012 - 2013.
- Pursuant to s. 1008.25(4)(c), F.S., students who do not meet set criteria must be retained. • Students retained will decrease from 2% in 2012 - 2013 to 1% in 2013 - 2014.
- 51% of students in third grade during the 2012 – 2013 school year were not proficient in reading as evidenced by the percentage of students achieving a level three or higher on the FCAT Reading 2.0, which was 49%. • Students who are not proficient in reading by third grade will decrease from 51% in 2012 - 2013 to 46% in 2013 - 2014.
- There are instances when students display behaviors or engage in activities that violate the Code of Student Conduct for elementary school. • Students who receive two or more behavior referrals will remain at 0% from 2012 - 2013 to 2013 - 2014.
- There are instances when students display behaviors or engage in activities that violate the Code of Student Conduct for elementary school and require suspension as a consequence. • Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S., will remain at 0% from 2012 - 2013 to 2013 - 2014.

Plan to Monitor Progress Toward the Goal

Monitor for progress: Daily Student Attendance Report District Reading Interim Assessments results Student Case Management Form Entries Report Student Suspension Report

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Improvement in these categories reflected on the: Daily Student Attendance Report District Reading Interim Assessments results Student Case Management Form Entries Report Student Suspension Report

G7. The Parental Involvement portion of the School Improvement Plan is on the Online Parental Involvement Plan.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- School's Community Involvement Specialist, Online Parental Involvement Plan.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

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

G1. Results of the 2013 FCAT indicates that 61% of students achieved proficiency in Reading. The goal for the 2013 – 2014 schoolyear will be to increase the percentage of students achieving proficiency to 66%.

G1.B1 Students in the Economically Disadvantaged subgroups are deficient in the Reading Application reporting category as evidenced by low proficiency in this reporting category on the 2013 FCAT 2.0 Reading.

G1.B1.S1 • Differentiated instruction targeting reading comprehension and fluency. • Practice reading at students' independent reading level and gradually increasing to on-grade level selections.

Action Step 1

This strategy will be implemented daily as part of the 90-minute Reading/Language Arts block in a small group setting based on students' specific needs. In addition students in the Black and Economically Disadvantaged subgroups will participate in the Accelerated Reader program weekly, which will allow them to independently read fiction or non-fiction selections on their reading level and work their way up to on grade level reading proficiency.

Person or Persons Responsible

Students will receive differentiated instruction provided by their reading teacher. Students will practice reading selections at their independent reading level and gradually progress to on-grade level selections.

Target Dates or Schedule

During the daily 90-minute reading block in a small group setting (differentiated instruction). Independently througout the school week (Accelerated Reader).

Evidence of Completion

- Student work - Accelerated Reader reports

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

Fidelity of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and Accelerated Reader reports by administrators, the reading facilitator, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

- District Reading Interim Assessments - Accelerated Reader reports

Plan to Monitor Effectiveness of G1.B1.S1

Effectiveness of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and Accelerated Reader reports by administrators, the reading facilitator, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

- District Reading Interim Assessments - Accelerated Reader reports

G1.B2 Students in the Hispanic subroup are deficient in the Vocabulary reporting category as evidenced by low proficiency in this reporting category on the 2013 FCAT 2.0 Reading.

G1.B2.S1 • Provide practice in determining meaning of general academic words, domain specific words, and words with multiple meanings in a text relevant to a topic or subject area. • Provide after school tutoring for English Language Learners (ELL students).

Action Step 1

This strategy will be implemented through instruction using context clues that allow students to build their general knowledge of words, and word relationships, and multiple meanings of words. Such instruction will also provide students with opportunities to read in all content areas and expose them subject/domain specific words. Students will also maintain response journals to assist them with the meaning of words and phrases with multiple meanings.

Person or Persons Responsible

Teachers will provide students instruction that will assist them in expanding their vocabulary and understanding of word meanings. Students will maintain reading response journals containing notes and/or terms for reference.

Target Dates or Schedule

During the daily 90-minute reading block.

Evidence of Completion

- Student work - Reading response journals

Action Step 2

Provide after school tutoring in reading for ELL students.

Person or Persons Responsible

2nd. - 5th. grade teachers.

Target Dates or Schedule

Tuesdays and Thursdays for one hour for a 16 week period.

Evidence of Completion

- Student attendance rosters for ELL tutoring sessions

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

Fidelity of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and Accelerated Reader reports by administrators, the reading facilitator, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

- District Reading Interim Assessments - Reading response journals - Student attendance rosters for ELL tutoring sessions

Plan to Monitor Effectiveness of G1.B2.S1

Effectiveness of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and Accelerated Reader reports by administrators, the reading facilitator, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

- District Reading Interim Assessments - Reading response journals - Student attendance rosters for ELL tutoring sessions

G1.B3 Third and Fourth grade students scoring at FCAT 2.0 Reading achievement level three are deficient in the Informational Text/Research Process reporting category as evidenced by a 12 percentage point (same for both grade levels) decline in proficiency from 2012 to 2013.

G1.B3.S1 Strategies for third grade students: • Consistent use of text feature analysis during the required daily 90-minute reading/language arts block. • Use of text feature charts to organize information imbedded in text. • Reading non-fiction selections and determining their validity and/or reliability. • Increase reading fluency.

Action Step 1

These strategies will be implemented through the use of real-world documents such as, how-to articles, news articles, brochures, fliers, and websites to analyze text features and locate, interpret, and organize information. Students will also read and organize informational text and text features to perform a task. Students will use Reading Plus (educational software) independently to increase reading fluency and improve their reading comprehension.

Person or Persons Responsible

Students will receive instruction provided by their reading teacher utilizing informational text selections. Students will complete Reading Plus actifvities at their independent reading level and gradually progress to on-grade level or beyond.

Target Dates or Schedule

During the daily 90-minute reading block. Independently througout the school week (Reading Plus).

Evidence of Completion

- Student work - Reading Plus reports

Action Step 2

Provide professional development in reading addressing the Common Core Standards in reading.

Person or Persons Responsible

Reading teachers in third grade will participate in these PD sessions.

Target Dates or Schedule

Within the first two quarters of the school year.

Evidence of Completion

Teacher sign-in rosters for PD sessions.

Facilitator:

School's Reading Facilitator

Participants:

Third grade reading teachers.

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

Fidelity of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and Accelerated Reader reports by administrators, the reading facilitator, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

- District Reading Interim Assessments - Reading Plus reports - Teacher sign-in rosters for PD sessions

Plan to Monitor Effectiveness of G1.B3.S1

Effectiveness of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and Accelerated Reader reports by administrators, the reading facilitator, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

- District Reading Interim Assessments - Reading Plus reports - Teacher sign-in rosters for PD sessions

G1.B3.S2 Strategies for fourth grade students: • Consistent use of text feature analysis during the required daily 90-minute reading/language arts block. • Interpretation of text features (oral or written) such as graphic legends, illustrations, diagrams, and charts. • Increase reading fluency.

Action Step 1

These strategies will be implemented through the use of real-world documents such as, how-to articles, news articles, brochures, fliers, and websites to analyze text features and locate, interpret, and organize information. Students will also Identify text structure and explain how it impacts meaning in text. Students will use the Reading Plus (educational software) independently to increase reading fluency and improve their reading comprehension.

Person or Persons Responsible

Students will receive instruction provided by their reading teacher utilizing informational text selections. Students will complete Reading Plus actifvities at their independent reading level and gradually progress to on-grade level or beyond.

Target Dates or Schedule

During the daily 90-minute reading block. Independently througout the school week (Reading Plus).

Evidence of Completion

- Student work - Reading Plus reports

Action Step 2

Provide professional development in reading addressing the Common Core Standards in reading.

Person or Persons Responsible

Reading teachers in fourth grade will participate in these PD sessions

Target Dates or Schedule

Within the first two quarters of the school year.

Evidence of Completion

Teacher sign-in rosters for PD sessions.

Facilitator:

School's Reading Facilitator

Participants:

Fourth grade reading teachers.

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

Fidelity of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and Accelerated Reader reports by administrators, the reading facilitator, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

- District Reading Interim Assessments - Reading Plus reports - Teacher sign-in rosters for PD sessions

Plan to Monitor Effectiveness of G1.B3.S2

Effectiveness of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and Accelerated Reader reports by administrators, the reading facilitator, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

- District Reading Interim Assessments - Reading Plus reports - Teacher sign-in rosters for PD sessions

G1.B4 Fifth grade students scoring at FCAT 2.0 Reading achievement level three are most deficient in the Reading Application reporting category as evidenced by a four percentage point decline in proficiency from 2012 to 2013.

G1.B4.S1 • Identifying in writing (journals) text structure during routine reading and explaining how it impacts meaning. • Using graphic organizers to identify supporting details, chronological order, cause and effect relationships, and draw inferences. • Increase reading fluency.

Action Step 1

These strategies will be implemented by using grade-level appropriate texts and providing opportunities for students to quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text. Students will also be provided practice in making inferences, drawing conclusions, identifying cause and effect relationships, chronological order, and comparing and contrasting within and across texts. Students will use Reading Plus (educational software) independently to increase reading fluency and improve their reading comprehension.

Person or Persons Responsible

Students will receive instruction provided by their reading teacher utilizing grade-level appropriate texts to analyze text structure. Students will complete Reading Plus actifvities at their independent reading level and gradually progress to on-grade level or beyond.

Target Dates or Schedule

During the daily 90-minute reading block. Independently throughout the school week (Reading Plus).

Evidence of Completion

- Student work - Reading Plus reports

Action Step 2

Provide professional development in reading addressing the Common Core Standards in reading.

Person or Persons Responsible

Reading teachers in fifth grade will participate in these PD sessions.

Target Dates or Schedule

Within the first two quarters of the school year.

Evidence of Completion

Teacher sign-in rosters for PD sessions.

Facilitator:

School's Reading Facilitator

Participants:

Fifth grade reading teachers

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

Fidelity of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and Reading Plus reports by administrators, the reading facilitator, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

- District Reading Interim Assessments - Reading Plus reports - Teacher sign-in rosters for PD sessions

Plan to Monitor Effectiveness of G1.B4.S1

Effectiveness of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and Reading Plus reports by administrators, the reading facilitator, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

- District Reading Interim Assessments - Reading Plus reports - Teacher sign-in rosters for PD sessions

G1.B5 Third and Fourth grade students scoring at or above FCAT 2.0 Reading achievement level four or above are deficient in the Informational Text/Research Process reporting category as evidenced by a 12 percentage point (same for both grade levels) decline in proficiency from 2012 to 2013.

G1.B5.S1 Strategies for third grade students: • Routinely read non-fiction on-grade level text with higher complexity. • Independent reading of above grade level non-fiction texts.

Action Step 1

These strategies will be implemented through the use of real-world non-fiction selections such as historical documents, how-to articles, news articles, brochures, fliers, and websites. Students will analyze text features and locate, interpret, and organize information. Students will also read and organize informational text and text features to perform a task.

Person or Persons Responsible

Students will receive instruction utilizing real-world documents and engage in text feature analysis and organization of information in selected documents.

Target Dates or Schedule

During the daily 90-minute reading block. Independently througout the school week (home learning).

Evidence of Completion

- Student work.

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

Fidelity of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and Accelerated Reader reports by administrators, the reading facilitator, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

- District Reading Interim Assessments

Plan to Monitor Effectiveness of G1.B5.S1

Effectiveness of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and Accelerated Reader reports by administrators, the reading facilitator, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

- District Reading Interim Assessments

G1.B5.S2 Strategies for fourth grade students: • Routinely read fiction and non-fiction on-grade level text with higher complexity. • Independent reading of a variety of above grade level texts.

Action Step 1

These strategies will be implemented through the use of real-world non-fiction selections such as historical documents, how-to articles, news articles, brochures, fliers, and websites. Fiction selections are to include chapter books, poetry, and classic literature. Students will analyze text features and locate, interpret, and organize information. Students will also read and organize informational text and text features to perform a task.

Person or Persons Responsible

Students will receive instruction utilizing real-world documents and engage in text feature analysis and organization of information in selected documents.

Target Dates or Schedule

During the daily 90-minute reading block. Independently througout the school week (home learning).

Evidence of Completion

- Student work

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

Fidelity of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and Accelerated Reader reports by administrators, the reading facilitator, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

- District Reading Interim Assessments

Plan to Monitor Effectiveness of G1.B5.S2

Effectiveness of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and Accelerated Reader reports by administrators, the reading facilitator, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

- District Reading Interim Assessments

G1.B6 Fifth grade students scoring at or above FCAT 2.0 Reading achievement level four or above are most deficient in the Reading Application reporting category as evidenced by a four percentage point decline in proficiency from 2012 to 2013.

G1.B6.S1 Strategy for fifth grade students: • Application of the reading process throughout various genres. • Responding to text in critical ways. • Student incentive program - Principal's Reading Challenge.

Action Step 1

These strategies will be implemented by providing students with literary texts that represent a variety of authors, cultures and eras. Students will apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They will demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author's use of language (e.g., word choice and figurative language), comparing and contrasting texts, and inferring theme and meaning. Students will also explain, analyze and critique literary text to achieve deep understanding. Students will earn incentives by consistently demonstrating high levels of comprehension through participation in the Principal's Reading Challenge program.

Person or Persons Responsible

Students will receive instruction utilizing literary texts and engage in literary analysis activities.

Target Dates or Schedule

During the daily 90-minute reading block. Independently througout the school week (home learning).

Evidence of Completion

- Student work

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

Fidelity of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and Accelerated Reader reports by administrators, the reading facilitator, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

- District Reading Interim Assessments

Plan to Monitor Effectiveness of G1.B6.S1

Effectiveness of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and Accelerated Reader reports by administrators, the reading facilitator, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

- District Reading Interim Assessments

G1.B7 The percentage of students making learning gains in reading did not increase from 2012 to 2013. Seventy six percent of students made learning gains in reading both years.

G1.B7.S1 Strategies: • Increase understanding of word meanings in context. • Increase knowledge of words and word relationships to improve reading comprehension. • Increase opportunities for independent reading.

Action Step 1

Students will utilize reading strategies that help students determine meanings of words by using context clues. Instruction will allow students to build their general knowledge of words and word relationships as they improve their reading comprehension. Teachers will provide students with practice in recognizing word relationships and identifying the multiple meanings of words. Instruction will provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading. Students will participate in McGraw-Hill Wonders Works reading intervention to target word study skills and decoding skills. Students will participate in the Accelerated Reader program for practice in reading at their independent reading level and in order to expand their vocabulary. Students will then complete the accompanying online assessments to demonstrate comprehension.

Person or Persons Responsible

Students will receive instruction provided by their reading teacher utilizing grade-level appropriate texts to analyze words for meaning and increase general knowledge of words. Students will complete Reading Plus actifvities at their independent reading level and gradually progress to on-grade level or beyond.

Target Dates or Schedule

During the daily 90-minute reading block. Independently throughout the school week (Accelerated Reader).

Evidence of Completion

- Student work - Accelerated Reader reports

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

Fidelity of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and Accelerated Reader reports by administrators, the reading facilitator, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

- District Reading Interim Assessments - Accelerated Reader reports

Plan to Monitor Effectiveness of G1.B7.S1

Effectiveness of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and Accelerated Reader reports by administrators, the reading facilitator, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

- District Reading Interim Assessments - Accelerated Reader reports

G1.B8 The percentage of students in the lowest 25% making learning gains in reading decreased by 17 percentage points from 2012 to 2013.

G1.B8.S1 Strategies: • Small group differentiated Instruction. • Provide opportunities for remediation. • Increase reading fluency. • Provide after school tutoring in reading.

Action Step 1

These strategies will be implemented through small group differentiated instruction in reading beyond the required 90-minute reading/language arts block. Supplemental materials from the adopted reading series, McGraw-Hill Wonders, are to be used. These supplements are the lessons for "Approaching" readers and the Wonders Works intervention program. Students will use the Reading Plus (educational software) independently to increase reading fluency and improve their reading comprehension.

Person or Persons Responsible

Students will receive instruction provided by their reading teacher utilizing grade-level appropriate texts to analyze text structure. Students will complete Reading Plus actifvities at their independent reading level and gradually progress to on-grade level or beyond.

Target Dates or Schedule

During the daily 90-minute reading block. Independently throughout the school week (Reading Plus).

Evidence of Completion

- Student work - Reading Plus reports

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

Fidelity of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and Reading Plus reports by administrators, the reading facilitator, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

- District Reading Interim Assessments - Reading Plus reports

Plan to Monitor Effectiveness of G1.B8.S1

Fidelity of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and Reading Plus reports by administrators, the reading facilitator, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

- District Reading Interim Assessments - Reading Plus reports

G1.B9 2013 Comprehensive English Language Learning Assessment results demonstrated that English Language Learners (students) required assistance in producing complete sentences using adequate punctuation marks.

G1.B9.S1 • Students will be provided opportunities to generate a variety of sentences requiring various forms of punctuation.

Action Step 1

Students will utilize dialogue journals to record written conversations in sentence form using the appropriate punctuation.

Person or Persons Responsible

Students will maintain a dialogue journal in which they will record common phrases and/or sentences used when communicating with fellow students or teachers throughout the school day. Students will analyze said dialogue and determine the appropriate punctuation needed. Students will apply these skills to writing related to assignments or tasks.

Target Dates or Schedule

During the daily 90-minute reading block. Independently througout the school week (during home learning).

Evidence of Completion

- Students' dialogue journals.

Plan to Monitor Fidelity of Implementation of G1.B9.S1

Fidelity of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and Accelerated Reader reports by administrators, the reading facilitator, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

- District Reading Interim Assessments - June 2014 CELLA administration

Plan to Monitor Effectiveness of G1.B9.S1

Effectiveness of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and Accelerated Reader reports by administrators, the reading facilitator, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

- District Reading Interim Assessments - June 2014 CELLA administration

G1.B10 2013 Comprehensive English Language Learning Assessment results demonstrated that English Language Learners (students) required assistance producing language in response to first-hand experiences.

G1.B10.S1 • Students will receive demonstration through modeling on how to do a task with the expectation that the student can copy the model.

Action Step 1

Students will be provided with opportunities to repeat or complete tasks modeled for them and explain the actions they took.

Person or Persons Responsible

Students will maintain journals in which they will record steps taken to complete a task modeled by the classroom teacher such as drawing and completing a graphic organizer.

Target Dates or Schedule

During the daily 90-minute reading block. Independently througout the school week (during home learning).

Evidence of Completion

- Students' journals.

Plan to Monitor Fidelity of Implementation of G1.B10.S1

Fidelity of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and Accelerated Reader reports by administrators, the reading facilitator, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

- District Reading Interim Assessments - June 2014 CELLA administration

Plan to Monitor Effectiveness of G1.B10.S1

Effectiveness of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and Accelerated Reader reports by administrators, the reading facilitator, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

- District Reading Interim Assessments - June 2014 CELLA administration

G1.B11 2013 Comprehensive English Language Learning Assessment results demonstrated that English Language Learners (students) required assistance in decoding and reading comprehension.

G1.B11.S1 • Use of task cards as visual aids to assist in the demonstration of specific comprehension skills being targeted.

Action Step 1

Task cards will be used as visual aids to assist in the demonstration of specific comprehension skills being targeted. Task cards will also assist in structuring.

Person or Persons Responsible

Students will utilize task cards to assist in the demonstration of specific comprehension skills being targeted. The teacher will utilize these cards to assist in structuring the lesson and making it meaningful for the students.

Target Dates or Schedule

During the daily 90-minute reading block. Independently througout the school week (during home learning).

Evidence of Completion

- Use of task cards during reading instruction.

Plan to Monitor Fidelity of Implementation of G1.B11.S1

Fidelity of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and Accelerated Reader reports by administrators, the reading facilitator, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

- District Reading Interim Assessments - June 2014 CELLA administration

Plan to Monitor Effectiveness of G1.B11.S1

Effectiveness of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and Accelerated Reader reports by administrators, the reading facilitator, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

- District Reading Interim Assessments - June 2014 CELLA administration

G2. Results of the 2013 FCAT indicates that 56% of students achieved proficiency in Writing. The goal for the 2013 – 2014 schoolyear will be to maintain the percentage of students achieving proficiency at 56%.

G2.B1 Fourth grade student proficiency in narrative writing declined between 2012 and 2013 as evidenced by a 34 percentage point decline in the percentage of students scoring at levels 3.5 or higher on the Florida Writes six-point rubric.

G2.B1.S1 • Writing across the curriculum. • Responding to expository and narrative writing on a regular basis. • Modeling of proficient expository and narrative writing.

Action Step 1

These strategies will be implemented through the use of journals in all core subjects where students will include written responses, explanations, or notes. Students will also practice skills utilizing specific and relevant supporting details that clarify the meaning and increase control of the quality of details while answering to a given expository or narrative prompt. Teachers will conference with the students on a one-to-one basis to discuss writing response and target areas needing improvement. Proficient expository and narrative writing will be modeled through the use of anchor papers and the Florida Writes six-point writing rubric.

Person or Persons Responsible

Teachers will employ the Florida Writes six-point rubric to expose students to writing samples at each of the point levels and emphasize the elements and/or structure that equals a four-point writing sample. Teachers will provide students ongoing feedback on their writing and suggestions for improvement. Students will maintain a writing journal containing written responses to prompts and/or questions across the curriculum.

Target Dates or Schedule

During the daily 30-minute writing block and independently (home learning).

Evidence of Completion

- Student writing samples (expository and narrative). - Student writing journals.

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

Fidelity of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

- Student work.

Plan to Monitor Effectiveness of G2.B1.S1

Effectiveness of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

- Student responses to District Writing prompts (baseline, mid-year, end of year). - 2014 FCAT Writing results.

G3. Results of the 2013 FCAT indicates that 62% of students achieved proficiency in Mathematics. The goal for the 2013 – 2014 schoolyear will be to increase the percentage of students achieving proficiency to 75%.

G3.B1 Students in the Economically Disadvantaged, English Language Learners, Hispanic and Students with Disabilities subgroups did not meet their mathematics Annual Measureable Objectives by nine, six, 12, and four percentage points respectively.

G3.B1.S1 Strategy for Economically Disadvantaged students: • Support mathematical fluency and problem solving skills in the areas of multiplication, patterns, and graphs by providing time to practice and apply what is learned. Strategy for English Language Learners and Hispanic students: • Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs. • Provide after school tutoring for English Language Learners (ELL) students. Strategies for Students with Disabilities: • Identify models of computation for routine problem solving. • Identify fact families.

Action Step 1

Strategy for Economically Disadvantaged students: This strategy will be implemented by providing opportunities for students to identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts and identify the inverse relationship between multiplication and division. Students will be provided opportunities to identify the next element in a graphic or numeric pattern and describe the rule for a pattern or the relationship between whole numbers when the operation is addition. Students will also identify the correct bar graph, pictograph, or frequency table of a given set of data, and interpret data on a bar graph or pictograph to solve problems. Strategy for English Language Learners and Hispanic students: This strategy will be implemented by providing opportunities for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. Students will also develop awareness and understanding of commonly used fractions, decimals, and percent and their relationships to one another. Modeling will be provided for students in routine problem solving situations. Strategies for Students with Disabilities: These strategies will be implemented by Identifying models of addition, subtraction, place value, and multiplication and/or division for routine problem solving. In addition, such models will demonstrate the inverse relationship between multiplication and division. Students will identify the next element in a graphic or numeric pattern and describe the rule for a pattern. Students will also explore fact families in addition, subtraction, and multiplication.

Person or Persons Responsible

Teachers will model problem solving strategies, steps, and techniques in addition to illustrating fact families, commonly used fractions, and patterns. Students will complete independent work that will provide opportunities for practice of learned skills.

Target Dates or Schedule

During the daily 60-minute mathematics block and independently (home learning).

Evidence of Completion

- Student work

Action Step 2

Provide after school tutoring in mathematics for ELL students.

Person or Persons Responsible

2nd. - 5th. grade teachers.

Target Dates or Schedule

Tuesdays and Thursdays for one hour for a 16 week period.

Evidence of Completion

- Student attendance rosters for ELL tutoring sessions.

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

Fidelity of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

- Student work - Student attendance rosters for ELL tutoring sessions

Plan to Monitor Effectiveness of G3.B1.S1

Effectiveness of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

- Student performance on the District Mathematics Interim Assessments. - 2014 FCAT 2.0 Mathematics results. - Student attendance rosters for ELL tutoring sessions.

G3.B2 Third grade students scoring at achievement level 3.0 on the FCAT 2.0 Mathematics had no declines in proficiency in any of the three reporting categories, however, they made no growth from 2012 to 2013.

G3.B2.S1 • Support mathematical fluency and problem solving proficiency. • Development student understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice

Action Step 1

These strategies will be implemented by fostering the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. In addition, students will practice understanding fractions, their equivalences, and comprehending their portion of the whole through the use of visual representations of fractions.

Person or Persons Responsible

Teachers will provide opportunities for students to work with models in solving mathematical problems. Students will consistently generate drawings or physical models of fractions to illustrate equivalences or understand their size.

Target Dates or Schedule

During the daily 60-minute Mathematics block and independently (home learning).

Evidence of Completion

- Student work.

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

Fidelity of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

- Student work.

Plan to Monitor Effectiveness of G3.B2.S1

Effectiveness of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

MTSS/LLT

Target Dates or Schedule

Monthly

Evidence of Completion

- Student results on the District Mathematics Interim Assessments. - 2014 FCAT 2.0 Mathematics results.

G3.B3 Fourth grade students scoring at achievement level 3.0 on the FCAT 2.0 Mathematics are deficient in the Number: Base Ten and Fractions reporting category as evidenced by a 10 percentage point decline in proficiency from 2012 to 2013.

G3.B3.S1 • Support mathematical fluency and problem solving proficiency in the areas of relating decimals, place value, fractions, and percent, and comparing and ordering fractions and decimals. • Development student understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice.

Action Step 1

These strategies will be implemented by providing students opportunities to compare and order fractions, mixed numbers, and decimals in the same or different forms and generate equivalent fractions or simplify fractions to lowest terms during whole group instruction and independent work. Students will also routinely relate halves, fourths, tenths, and hundredths to percent, and vice versa.

Person or Persons Responsible

Teachers will provide opportunities for students to practice working with fractions and interpreting their meaning with regards to size in comparison to the whole. Students will consistently identify equivalent fractions and their relationship to decimals. Students will maintain a journal with notes regarding the interpretation of fractions.

Target Dates or Schedule

During the daily 60-minute mathematics block and independently (home learning).

Evidence of Completion

- Student work. - Math journals.

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

Fidelity of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

- Student work.

Plan to Monitor Effectiveness of G3.B3.S1

Effectiveness of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

MTSS/LLT

Target Dates or Schedule

Monthly

Evidence of Completion

- Student results on the District Mathematics Interim Assessments. - 2014 FCAT 2.0 Mathematics results.

G3.B4 Fifth grade students scoring at achievement level 3.0 on the FCAT 2.0 Mathematics are deficient in the Geometry and Measurement reporting category as evidenced by an 11 percentage point decline in proficiency from 201 2 to 2013.

G3.B4.S1 • Support mathematical fluency and problem solving proficiency in the areas of properties of two-dimensional shapes, perimeter, and measurement. • Developing measurement concepts.

Action Step 1

These strategies will be implemented by providing opportunities for mathematical exploration and the development of student understanding of geometric and measurement concepts through the use of manipulatives and engaging opportunities for practice. Students will also engage in grade-level appropriate activities that promote the composing and decomposing of describing, analyzing, comparing, and classifying; and building, and drawing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-dimensional shapes/objects.

Person or Persons Responsible

Teachers will provide three-dimensional geometric shapes to facilitate exploration to aid student understanding. Students will analyze three-dimensional shapes and describe as well as understand their attributes. Students will draw models to demonstrate their understanding of geometric shapes.

Target Dates or Schedule

During the daily 60-minute Mathematics block and independently (home learning).

Evidence of Completion

- Use of manipulatives in daily instruction. - Student work.

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

Fidelity of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

- Use of manipulatives in daily Mathematics instruction. - Student work.

Plan to Monitor Effectiveness of G3.B4.S1

Effectiveness of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

- Student results on the District Mathematics Interim Assessments. - 2014 FCAT 2.0 Mathematics results.

G3.B5 Third grade students scoring at achievement level 4.0 or higher on the FCAT 2.0 Mathematics had no declines in proficiency in any of the three reporting categories, however, they made no growth from 2012 to 2013.

G3.B5.S1 • Reinforce mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs.

Action Step 1

This strategy will be implemented by providing opportunities for students to describe and apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division as well as describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction, or multiplication. Students will also construct, analyze, and draw conclusions about data displayed in a frequency table, bar graph, pictograph, or line plot.

Person or Persons Responsible

Teachers will provide students with opportunities to solve real-world problems requiring mathematical computation skills. Students will create mathematical models as assigned.

Target Dates or Schedule

During the daily 60-minute Mathematics block and independently (home learning).

Evidence of Completion

- Student work.

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

Fidelity of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

- Student work.

Plan to Monitor Effectiveness of G3.B5.S1

Effectiveness of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

- Results of the District Mathematics Interim Assessments. - 2014 FCAT 2.0 Mathematics results.

G3.B6 Fourth grade students scoring at achievement level 4.0 or higher on the FCAT 2.0 Mathematics are deficient in the Number: Base Ten and Fractions reporting category as evidenced by a 10 percentage point decline in proficiency from 2012 to 2013.

G3.B6.S1 • Reinforce problem solving proficiency in the areas of relating decimals, fractions, and percent, and comparing and ordering fractions and decimals.

Action Step 1

This strategy will be implemented by providing opportunities for students to relate equivalent fractions and decimals with and without models as well as estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations. Students will also routinely practice renaming fractions as mixed numbers, or vice versa.

Person or Persons Responsible

Teachers will provide students with opportunities to practice working with fractions in a manner that allows them to interpret fractions and demonstrate understanding.

Target Dates or Schedule

During the daily 30-minute Mathematics block and independently (home learning).

Evidence of Completion

- Student work.

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

Fidelity of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

- Student work.

Plan to Monitor Effectiveness of G3.B6.S1

Effectiveness of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

- Results of the District Mathematics Interim Assessments. - 2014 FCAT 2.0 Mathematics results.

G3.B7 Fifth grade students scoring at achievement level 4.0 or higher on the FCAT 2.0 Mathematics are deficient in the Geometry and Measurement reporting category as evidenced by an 11 percentage point decline in proficiency from 201 2 to 2013.

G3.B7.S1 • Reinforce mathematical fluency and problem solving proficiency in the areas of properties of two-dimensional and three-dimensional shapes, perimeter, and measurement.

Action Step 1

This strategy will be implemented by providing opportunities for mathematical exploration and the development of student understanding of geometric and measurement concepts through the use of manipulatives (three-dimensional shapes) and engaging opportunities for practice. Students will also engage in grade-level appropriate activities that promote the composing and decomposing of, describing, analyzing, comparing, and classifying; and building, and drawing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-dimensional and three-dimensional shapes/objects.

Person or Persons Responsible

Teachers will provide students with opportunities to explore properties of three-dimensional shapes and draw conclusions about their attributes. Students will generate models that demonstrate their understanding of measurement and three-dimensional shapes' attributes.

Target Dates or Schedule

During the daily 60-minute Mathematics block and independently (home learning).

Evidence of Completion

- Student work.

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

Fidelity of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

MTSS/RtII

Target Dates or Schedule

Monthly

Evidence of Completion

- Student work.

Plan to Monitor Effectiveness of G3.B7.S1

Effectiveness of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

- Student performance on the District Mathematics Interim Assessments. - 2014 FCAT 2.0 Mathematics results.

G3.B8 The percentage of students making learning gains in mathematics decreased by five percentage points from 2012 to 2013.

G3.B8.S1 • Provide differentiated instruction. • Increase mathematical fluency and understanding of computation and numbers.

Action Step 1

Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, multiplication and related division facts, place value, fluency with multi-digit addition and subtraction, multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals. On a daily basis, within the 60-minute mathematics block, teachers will provide differentiated instruction activities to reinforce basic computation skills.

Person or Persons Responsible

Teachers will provide consistent practice in mathematical computation.

Target Dates or Schedule

During the daily 60-minute Mathematics block in a small group, teacher-led setting.

Evidence of Completion

- Student work.

Action Step 2

Provide professional development in Mathematics instruction.

Person or Persons Responsible

Mathematics teachers in 3rd. - 5th. grade will participate in these PD sessions.

Target Dates or Schedule

Within the first two quarters of the school year.

Evidence of Completion

Teacher sign-in rosters for PD sessions.

Facilitator:

School's Math Leader.

Participants:

3rd. - 5th. grade mathematics teachers.

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

Fidelity of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

- Student work. - Teacher sign-in rosters for PD sessions

Plan to Monitor Effectiveness of G3.B8.S1

Effectiveness of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

- Results of the District Mathematics Interim Assessments. - 2014 FCAT 2.0 Mathematics results.

G3.B9 The percentage of students in the lowest 25% making learning gains in mathematics decreased by 17 percentage points from 2012 to 2013.

G3.B9.S1 • Small group differentiated Instruction. • Provide opportunities for remediation. • Increase mathematic fluency.

Action Step 1

Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. Provide pull-out small group intervention in mathematics in addition to the required 60-minute daily mathematics block.

Person or Persons Responsible

Teachers will provide opportunities for students to use manipulatives in order to engage students in practice of mathematical concepts. Students will participate in pull-out support for remediation in mathematics.

Target Dates or Schedule

During the daily 60-minute Mathematics block. During the school day as designated (pull-out remediation).

Evidence of Completion

- Student work.

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

Fidelity of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

- Student work.

Plan to Monitor Effectiveness of G3.B9.S1

Effectiveness of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, the MTSS/RtI team and the Literacy Leadership Team

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

- Results of the District Mathematics Interim Assessments. - 2014 FCAT 2.0 Mathematics results.

G4. Results of the 2013 FCAT indicates that 43% of students achieved proficiency in Science. The goal for the 2013 – 2014 schoolyear will be to increase the percentage of students achieving proficiency to 49%.

G4.B1 Fifth grade students scoring at achievement level 3.0 on the FCAT 2.0 Science are deficient in the Nature of Science and Life Science reporting categories as evidenced by declines in proficiency of 10 percentage points and seven percentage points respectively from 2012 to 2013.

G4.B1.S1 • Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic. • Increase rigor in science writing as evidenced in science journals and in laboratory conclusions.

Action Step 1

These strategies will be implemented by completing all essential laboratories developed by MDCPS and engaging in project-based learning throughout the school year, which will provide opportunities 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.. Students will also maintain a science journal to document written responses to laboratory activities or notes to use for personal reference. In addition, students will utilize instructional technology resources in the classroom (Gizmos) to reinforce instruction in functions of the human body organs, life cycles of Florida plants and animals, adaptations in animals and plants that allow them to survive, and tracing energy through a food chain.

Person or Persons Responsible

Teachers will conduct essential laboratories with students. Students will complete essential laboratory activities in addition to completing Gizmos assignments to reinforce instruction.

Target Dates or Schedule

During the weekly Science Laboratory time and independently (home learning).

Evidence of Completion

- Essential Laboratories lab sheets, notes, and conclusions. - Gizmos usage reports.

Action Step 2

Provide professional development in science instruction.

Person or Persons Responsible

Science teachers will participate in science instruction PD sessions.

Target Dates or Schedule

Within the first quarter of the school year.

Evidence of Completion

Teacher sign-in rosters for PD sessions.

Facilitator:

School's Science Leader

Participants:

Fifth grade science teachers.

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

Fidelity of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

- Essential Laboratories lab sheets, notes, and conclusions. - Gizmos usage reports. - Teacher sign-in rosters for PD sessions

Plan to Monitor Effectiveness of G4.B1.S1

Effectiveness of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

- Student results on the District Science Interim Assessments (fifth grade only). - 2014 FCAT 2.0 Science results.

G4.B2 Fifth grade students scoring at achievement level 4.0 or higher on the FCAT 2.0 Science are deficient in the Nature of Science and Life Science reporting categories as evidenced by declines in proficiency of 10 percentage points and seven percentage points respectively from 2012 to 2013.

G4.B2.S1 • Participate in scientific enrichment activities (Science Fairs). • Provide students with the opportunities to investigate answers through experimentation and research.

Action Step 1

These strategies will be implemented through project-based instruction requiring students to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion. Students will also be provided opportunities to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes.

Person or Persons Responsible

Teachers will engage students in project-based learning activities to provide consistent exposure to the Scientific Process. Students will also generate drawn or assembled models of scientific concepts or processes.

Target Dates or Schedule

During the daily 30--minute science block.

Evidence of Completion

- Student work..

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

Fidelity of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

- Student work.

Plan to Monitor Effectiveness of G4.B2.S1

Effectiveness of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

- Student performance on the District Science Interim Assessments (fifth grade only). - 2014 FCAT 2.0 Science performance.

G5. During the 2012-2013 school year only one STEM activity took place (Science Fair) and was limited to fifth grade students. The goal is to increase the number of STEM activities to two school-wide activities for the 2013 - 2014 schoolyear.

G5.B1 During the 2012-2013 school year only one STEM activity took place (Science Fair) and was limited to fifth grade students.

G5.B1.S1 • Provide/facilitate opportunities for students to engage in Science, Technology, Engineering, and Mathematics (STEM) activities.

Action Step 1

A school-wide Science Fair will be held in order to provide students with an opportunity to execute the Scientific Process and test a Hypothesis. Students will also be encouraged to participate in a District-wide Science Fair for the same purpose.

Person or Persons Responsible

Teachers will guide students in executing the Scientific Process in completing a science project in order to test a Hypothesis. Students will work independently to complete this task.

Target Dates or Schedule

During the daily 30-minute Science block and independently (working on projects at home).

Evidence of Completion

- Student participation in the school-wide Science Fair and the District Science Fair.

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

Fidelity of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, and, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

- Science Fair projects.

Plan to Monitor Effectiveness of G5.B1.S1

Effectiveness of the use of these strategies will be monitored through informal classroom observations, review of student-generated work, the MTSS/RtI team and the Literacy Leadership Team.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

- Student results on the District Science Interim Assessments (fifth grade only). - 2014 FCAT 2.0 Science results.

G6. The goal is to maintain or improve in the Early Warning System categories.

G6.B1 Students with excessive excused or unexcused absences or students who arrive late to school on a regular basis miss available instructional time. • Students who miss 10 percent or more of available instructional time will improve to 5% in 2013 - 2014 from 6% in 2012 - 2013.

G6.B1.S1 • Track student with excessive absences or late arrivals.

Action Step 1

This strategy will be implemented by identifying students with five or more excused or unexcused absences and referring them to the Attendance Review Committee and School Counselor for intervention. The School Board's policy on excused versus unexcused absences will be disseminated.

Person or Persons Responsible

Teachers and the School Counselor will monitor daily student attendance in order to identify students with excessive absences.

Target Dates or Schedule

- Daily (Homeroom Teachers) - Weekly (School Counselor) - Monthly (Attendance Review Committee)

Evidence of Completion

- Daily Student Attendance Report - Students with Excessive Absences Report

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

The process of tracking students with excessive absences as performed by the homeroom teachers and school counselor will be monitored for fidelity.

Person or Persons Responsible

The Assistant Principal will oversee the process of tracking student absences performed by homeroom teachers and the School Counselor.

Target Dates or Schedule

- Weekly (Daily student Attendance Report) - Monthly (Students with Excessive Absences Report)

Evidence of Completion

- Daily student Attendance Report - Students with Excessive Absences Report

Plan to Monitor Effectiveness of G6.B1.S1

Effectiveness of this strategy will be measured by improvement in daily attendance of students identified as having excessive absences.

Person or Persons Responsible

Teachers, the School Counselor, and the Attendance Review Committe will monitor identified students for improvements in daily attendance.

Target Dates or Schedule

Weekly

Evidence of Completion

Students with Excessive Absences Report

G6.B2 Pursuant to s. 1008.25(4)(c), F.S., students who do not meet set criteria must be retained. • Students retained will decrease from 2% in 2012 - 2013 to 1% in 2013 - 2014.

G6.B2.S1 • Identification of students reading below grade level in grades K – 2. • Intervention/ remediation for students reading below grade level in grades K – 2. • Referral to the RtI Team.

Action Step 1

These strategies will be implemented by monitoring student assessment data for students in grades K – 2 and identifying students scoring below grade level. Such students will be provided with small-group differentiated instruction in reading within the 90-minute reading/language arts block. Students with severe deficiencies in reading proficiency will receive intervention beyond the required 90 minutes of reading/language arts.

Person or Persons Responsible

- Teachers - LLT - RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student performance on the adopted Common Core Standards aligned reading series' unit exams.

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

Fidelity of this strategy will be monitored through oversight of teachers' process of monitoring student performance and referring students for intervention or to the RtI Team as needed.

Person or Persons Responsible

- LLT - RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student performance on the adopted Common Core Standards aligned reading series' unit exams.

Plan to Monitor Effectiveness of G6.B2.S1

Effectiveness of this strategy will be monitored by tracking student referrals for intervention and/or to the RtI Team.

Person or Persons Responsible

- LLT - RtI Team

Target Dates or Schedule

Quaterly

Evidence of Completion

- Intervention groups - RtI referrals

G6.B3 51% of students in third grade during the 2012 – 2013 school year were not proficient in reading as evidenced by the percentage of students achieving a level three or higher on the FCAT Reading 2.0, which was 49%. • Students who are not proficient in reading by third grade will decrease from 51% in 2012 - 2013 to 46% in 2013 - 2014.

G6.B3.S1 • Identification of students reading below grade level in grades K – 2. • Intervention/ remediation for students reading below grade level in grades K – 2. • Referral to the RtI Team.

Action Step 1

These strategies will be implemented by monitoring student assessment data for students in grades K – 2 and identifying students scoring below grade level. Such students will be provided with small-group differentiated instruction in reading within the 90-minute reading/language arts block. Students with severer deficiencies in reading proficiency will receive intervention beyond the required 90 minutes of reading/language arts.

Person or Persons Responsible

- Teachers - LLT - RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student performance on the adopted Common Core Standards aligned reading series' unit exams.

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

Fidelity of this strategy will be monitored through oversight of teachers' process of monitoring student performance and referring students for intervention or to the RtI Team as needed.

Person or Persons Responsible

- LLT - RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student performance on the District Reading Interim Assessments

Plan to Monitor Effectiveness of G6.B3.S1

Effectiveness of this strategy will be monitored by tracking student referrals for intervention and/or to the RtI Team.

Person or Persons Responsible

- LLT - RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

- LLT - RtI Team - Intervention groups - RtI referrals

G6.B4 There are instances when students display behaviors or engage in activities that violate the Code of Student Conduct for elementary school. • Students who receive two or more behavior referrals will remain at 0% from 2012 - 2013 to 2013 - 2014.

G6.B4.S1 • School-wide Code of Student Conduct assembly. • Referral to the school guidance counselor.

Action Step 1

The school counselor will conduct a Code of Student Conduct assembly within the first nine-week grading period of the school year to highlight and review key sections of the Code of Student Conduct for elementary schools. In this assembly violations and consequences will be discussed with an emphasis on the desired behaviors.

Person or Persons Responsible

- School Counselor

Target Dates or Schedule

- First Quarter of the school year.

Evidence of Completion

- Student attendance rosters for the School-wide Code of Student Conduct assembly.

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

Fidelity of this strategy will be overseen by the Assistant Principal who will ensure the School-wide Code of Student Conduct assembly takes place.

Person or Persons Responsible

- Assistant Principal - School Counselor

Target Dates or Schedule

- First quarter for the school year.

Evidence of Completion

- Student attendance rosters for the School-wide Code of Student Conduct assembly.

Plan to Monitor Effectiveness of G6.B4.S1

Effectiveness of this strategy will be monitored by tracking the number of Student Case Management form entries.

Person or Persons Responsible

- Assistant Principal - School Counselor

Target Dates or Schedule

Quarterly

Evidence of Completion

- Student Case Management form entries report.

G6.B5 There are instances when students display behaviors or engage in activities that violate the Code of Student Conduct for elementary school and require suspension as a consequence. • Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S., will remain at 0% from 2012 - 2013 to 2013 - 2014.

G6.B5.S1 • School-wide Code of Student Conduct assembly. • Referral to the school counselor. • School-Based Alternative to Suspension Plan.

Action Step 1

The school counselor will conduct a Code of Student Conduct assembly within the first nine-week grading period of the school year to highlight and review key sections of the Code of Student Conduct for elementary schools. In this assembly violations and consequences will be discussed with an emphasis on the desired behaviors. Students who commit Code of Student Conduct violations requiring suspension will be subject to the Alternative to Suspension Plan.

Person or Persons Responsible

- School Counselor

Target Dates or Schedule

- Within the first quarter of the school year.

Evidence of Completion

- Student attendance rosters for the School-wide Code of Student Conduct assembly.

Plan to Monitor Fidelity of Implementation of G6.B5.S1

Fidelity of the implementation of this strategy will be overseen by the Assistant Principal who will ensure the School-wide Code of Student Conduct assembly takes place.

Person or Persons Responsible

- Assistant Principal - School Counselor

Target Dates or Schedule

- Within the first quarter of the school year.

Evidence of Completion

- Student attendance rosters for the School-wide Code of Student Conduct assembly.

Plan to Monitor Effectiveness of G6.B5.S1

Effectiveness of this strategy will be monitored by tracking the number of Student Case Management form entries and use of the Alternative to Suspension Plan.

Person or Persons Responsible

- Assitant Principal - School Counselor

Target Dates or Schedule

- Quarterly

Evidence of Completion

- Student Case Mangement for entries report. - Student Suspension report.

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 that students who require additional remediation are met through the after-school tutorial programs and intervention sessions. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Facilitators develop, lead, and evaluate school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They also identify systematic patterns of student needs while working with district personnel to provide evidence-based intervention strategies. The Curriculum Facilitators also assist with whole school screening programs that provide early intervening services for students to be considered "at risk". They assist in the design and implementation for progress monitoring, data collection, and data analysis. These highly qualified leaders participate in the design and delivery of professional development and provide support for assessment and implementation monitoring.
Title II
We are a Title II District. The District uses supplemental funds for improving basic education as follows:
• Training to certify qualified mentors for the New Teacher (MINT) Program
• Training to add-on endorsement programs such as Reading, Gifted, ESOL
• Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.
Title III
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:
• Tutorial Programs 2nd. -5 ($7,000.00 ELL Grant).
• Parent outreach activities (PK-5)
• Professional development on best practices for ESOL and content area teachers
• Coaching and mentoring for ELL and content area teachers (PK-5)
• ELL student participation in citizenship mentoring/acculturation provided by the Close Up for new Americans Program (PK-5)
• Reading and supplementary instructional materials (PK-5)
• Hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL and immigrant students (PK-5)
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 Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.

• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
Supplemental Academic Instruction (SAI) This school will receive funding from Supplementary 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.
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.
Other
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's Parent Resource Center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; schedule the Title I Orientation Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops. Parent Academy courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities Report, and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

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. Results of the 2013 FCAT indicates that 61% of students achieved proficiency in Reading. The goal for the 2013 – 2014 schoolyear will be to increase the percentage of students achieving proficiency to 66%.

G1.B3 Third and Fourth grade students scoring at FCAT 2.0 Reading achievement level three are deficient in the Informational Text/Research Process reporting category as evidenced by a 12 percentage point (same for both grade levels) decline in proficiency from 2012 to 2013.

G1.B3.S1 Strategies for third grade students: • Consistent use of text feature analysis during the required daily 90-minute reading/language arts block. • Use of text feature charts to organize information imbedded in text. • Reading non-fiction selections and determining their validity and/or reliability. • Increase reading fluency.

PD Opportunity 1

Provide professional development in reading addressing the Common Core Standards in reading.

Facilitator

School's Reading Facilitator

Participants

Third grade reading teachers.

Target Dates or Schedule

Within the first two quarters of the school year.

Evidence of Completion

Teacher sign-in rosters for PD sessions.

G1.B3.S2 Strategies for fourth grade students: • Consistent use of text feature analysis during the required daily 90-minute reading/language arts block. • Interpretation of text features (oral or written) such as graphic legends, illustrations, diagrams, and charts. • Increase reading fluency.

PD Opportunity 1

Provide professional development in reading addressing the Common Core Standards in reading.

Facilitator

School's Reading Facilitator

Participants

Fourth grade reading teachers.

Target Dates or Schedule

Within the first two quarters of the school year.

Evidence of Completion

Teacher sign-in rosters for PD sessions.

G1.B4 Fifth grade students scoring at FCAT 2.0 Reading achievement level three are most deficient in the Reading Application reporting category as evidenced by a four percentage point decline in proficiency from 2012 to 2013.

G1.B4.S1 • Identifying in writing (journals) text structure during routine reading and explaining how it impacts meaning. • Using graphic organizers to identify supporting details, chronological order, cause and effect relationships, and draw inferences. • Increase reading fluency.

PD Opportunity 1

Provide professional development in reading addressing the Common Core Standards in reading.

Facilitator

School's Reading Facilitator

Participants

Fifth grade reading teachers

Target Dates or Schedule

Within the first two quarters of the school year.

Evidence of Completion

Teacher sign-in rosters for PD sessions.

G3. Results of the 2013 FCAT indicates that 62% of students achieved proficiency in Mathematics. The goal for the 2013 – 2014 schoolyear will be to increase the percentage of students achieving proficiency to 75%.

G3.B8 The percentage of students making learning gains in mathematics decreased by five percentage points from 2012 to 2013.

G3.B8.S1 • Provide differentiated instruction. • Increase mathematical fluency and understanding of computation and numbers.

PD Opportunity 1

Provide professional development in Mathematics instruction.

Facilitator

School's Math Leader.

Participants

3rd. - 5th. grade mathematics teachers.

Target Dates or Schedule

Within the first two quarters of the school year.

Evidence of Completion

Teacher sign-in rosters for PD sessions.

G4. Results of the 2013 FCAT indicates that 43% of students achieved proficiency in Science. The goal for the 2013 – 2014 schoolyear will be to increase the percentage of students achieving proficiency to 49%.

G4.B1 Fifth grade students scoring at achievement level 3.0 on the FCAT 2.0 Science are deficient in the Nature of Science and Life Science reporting categories as evidenced by declines in proficiency of 10 percentage points and seven percentage points respectively from 2012 to 2013.

G4.B1.S1 • Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic. • Increase rigor in science writing as evidenced in science journals and in laboratory conclusions.

PD Opportunity 1

Provide professional development in science instruction.

Facilitator

School's Science Leader

Participants

Fifth grade science teachers.

Target Dates or Schedule

Within the first quarter of the school year.

Evidence of Completion

Teacher sign-in rosters for PD sessions.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Results of the 2013 FCAT indicates that 61% of students achieved proficiency in Reading. The goal for the 2013 – 2014 schoolyear will be to increase the percentage of students achieving proficiency to 66%.	$8,000
G3.	Results of the 2013 FCAT indicates that 62% of students achieved proficiency in Mathematics. The goal for the 2013 – 2014 schoolyear will be to increase the percentage of students achieving proficiency to 75%.	$3,500
	Total	$11,500

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Technology	Personnel	Total
EESAC	$3,000	$1,500	$0	$4,500
ELL Grant (Title III)	$0	$0	$7,000	$7,000
Total	$3,000	$1,500	$7,000	$11,500

Budget Details

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

G1. Results of the 2013 FCAT indicates that 61% of students achieved proficiency in Reading. The goal for the 2013 – 2014 schoolyear will be to increase the percentage of students achieving proficiency to 66%.

G1.B2 Students in the Hispanic subroup are deficient in the Vocabulary reporting category as evidenced by low proficiency in this reporting category on the 2013 FCAT 2.0 Reading.

G1.B2.S1 • Provide practice in determining meaning of general academic words, domain specific words, and words with multiple meanings in a text relevant to a topic or subject area. • Provide after school tutoring for English Language Learners (ELL students).

Action Step 2

Provide after school tutoring in reading for ELL students.

Resource Type

Personnel

Resource

Reading teachers in grades 2nd. - 5th.

Funding Source

ELL Grant (Title III)

Amount Needed

$3,500

G1.B6 Fifth grade students scoring at or above FCAT 2.0 Reading achievement level four or above are most deficient in the Reading Application reporting category as evidenced by a four percentage point decline in proficiency from 2012 to 2013.

G1.B6.S1 Strategy for fifth grade students: • Application of the reading process throughout various genres. • Responding to text in critical ways. • Student incentive program - Principal's Reading Challenge.

Action Step 1

These strategies will be implemented by providing students with literary texts that represent a variety of authors, cultures and eras. Students will apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They will demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author's use of language (e.g., word choice and figurative language), comparing and contrasting texts, and inferring theme and meaning. Students will also explain, analyze and critique literary text to achieve deep understanding. Students will earn incentives by consistently demonstrating high levels of comprehension through participation in the Principal's Reading Challenge program.

Resource Type

Other

Resource

Student incentives (prizes).

Funding Source

EESAC

Amount Needed

$1,500

G1.B7 The percentage of students making learning gains in reading did not increase from 2012 to 2013. Seventy six percent of students made learning gains in reading both years.

G1.B7.S1 Strategies: • Increase understanding of word meanings in context. • Increase knowledge of words and word relationships to improve reading comprehension. • Increase opportunities for independent reading.

Action Step 1

Students will utilize reading strategies that help students determine meanings of words by using context clues. Instruction will allow students to build their general knowledge of words and word relationships as they improve their reading comprehension. Teachers will provide students with practice in recognizing word relationships and identifying the multiple meanings of words. Instruction will provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading. Students will participate in McGraw-Hill Wonders Works reading intervention to target word study skills and decoding skills. Students will participate in the Accelerated Reader program for practice in reading at their independent reading level and in order to expand their vocabulary. Students will then complete the accompanying online assessments to demonstrate comprehension.

Resource Type

Technology

Resource

Accelerated Reader online assessments access.

Funding Source

EESAC

Amount Needed

$1,500

G1.B8 The percentage of students in the lowest 25% making learning gains in reading decreased by 17 percentage points from 2012 to 2013.

G1.B8.S1 Strategies: • Small group differentiated Instruction. • Provide opportunities for remediation. • Increase reading fluency. • Provide after school tutoring in reading.

Action Step 1

These strategies will be implemented through small group differentiated instruction in reading beyond the required 90-minute reading/language arts block. Supplemental materials from the adopted reading series, McGraw-Hill Wonders, are to be used. These supplements are the lessons for "Approaching" readers and the Wonders Works intervention program. Students will use the Reading Plus (educational software) independently to increase reading fluency and improve their reading comprehension.

Resource Type

Other

Resource

Personnel and support materials for the after school tutoring program.

Funding Source

EESAC

Amount Needed

$1,500

G3. Results of the 2013 FCAT indicates that 62% of students achieved proficiency in Mathematics. The goal for the 2013 – 2014 schoolyear will be to increase the percentage of students achieving proficiency to 75%.

G3.B1 Students in the Economically Disadvantaged, English Language Learners, Hispanic and Students with Disabilities subgroups did not meet their mathematics Annual Measureable Objectives by nine, six, 12, and four percentage points respectively.

G3.B1.S1 Strategy for Economically Disadvantaged students: • Support mathematical fluency and problem solving skills in the areas of multiplication, patterns, and graphs by providing time to practice and apply what is learned. Strategy for English Language Learners and Hispanic students: • Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs. • Provide after school tutoring for English Language Learners (ELL) students. Strategies for Students with Disabilities: • Identify models of computation for routine problem solving. • Identify fact families.

Action Step 2

Provide after school tutoring in mathematics for ELL students.

Resource Type

Personnel

Resource

Math teachers in grades 2nd. - 5th.

Funding Source

ELL Grant (Title III)

Amount Needed

$3,500