



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Frances S. Tucker Elementary School

3500 S DOUGLAS RD

Miami, FL 33133

305-567-3533

<http://tucker.dade.k12.fl.us/>

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
93%

Alternative/ESE Center
No

Charter School
No

Minority Rate
98%

School Grades History

2013-14
B

2012-13
C

2011-12
B

2010-11
A

2009-10
B

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Frances S. Tucker Elem. School

Principal

Annette DeGoti

School Advisory Council chair

Sophie Perez

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

Name	Title
Annette DeGoti	Principal
Maria Rivero	Assistant Principal
Maribel Gonzalez	Reading Coach
Kenia Sequeira	Math Coach
Gladys Pico	Science Coach
Yaliesperanza Salazar	5th Grade Teacher
Sophie Perez	4th Grade Teacher
Gita Vilenski	Guidance Counselor

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal-1, Alternate Principal-1, UTD Steward-1, Teachers-5, Alternate Teacher-1, Educational Support-1, Alternate Educational Support-1, Parents-5, Alternate Parents-1, Student-1, Alternate Student-1, Business/Community Representatives-3

Involvement of the SAC in the development of the SIP

The EESAC is part of the overall leadership structure at each school. It provides a forum for open discussion and problem-solving, gives all stakeholder groups (administrators, parents, students, staff, and the larger community) a real voice in school-based decision-making and the power to influence all

aspects of the work of the school. The EESAC promotes collaboration and understanding and builds support for the school's overall goals as well as individual programs, policies, and initiatives. They promote the School Improvement Plan and are part of the writing and data segregation for it.

Activities of the SAC for the upcoming school year

This year the EESAC will develop a plan to implement high yield strategies to ensure student achievement on state mandated tests.

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

This year the EESAC will develop a plan according to teacher and staff requests for needed fund. School Store to promote Character Education and School Discipline-\$375.00

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

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Annette DeGoti

Principal

Years as Administrator: 16

Years at Current School: 6

Credentials

ESOL, PRIMARY ED, ED LEADERSHIP

Performance Record

2013 – School Grade C
 Rdg. Proficiency, _54_%
 Math Proficiency, _51_%
 Rdg. Lrg. Gains, _65_ points
 Math Lrg. Gains, _58_ points
 Rdg. Imp. of Lowest 25% - _76_ points
 Math Imp. of Lowest 25% - _35_ points
 Rdg. AMO – _58_
 Math AMO – _58_
 2012 – School Grade B
 Rdg. Proficiency, _52_%
 Math Proficiency, _56_%
 Rdg. Lrg. Gains, _67_ points
 Math Lrg. Gains, _59_ points
 Rdg. Imp. of Lowest 25% - _78_ points
 Math Imp. of Lowest 25% - _55_ points
 Rdg. AMO – _53_
 Math AMO – _54_
 2011 School Grade A
 Rdg. Proficiency, _78_%
 Math Proficiency, _75_%
 Rdg. Lrg. Gains, _68_ points
 Math Lrg. Gains, _66_ points
 Rdg. Imp. of Lowest 25% - _60_ points
 Math Imp. of Lowest 25% - _63_ points
 Rdg. AMO – _49_
 Math AMO – _50_
 2010 School Grade B
 Rdg. Proficiency, _67%
 Math Proficiency, _75%
 Rdg. Lrg. Gains, _62%
 Math Lrg. Gains, _62%
 Rdg. Imp. of Lowest 25% - 40%
 Math Imp. of Lowest 25% - 67%
 Rdg. AYP-N
 Math AYP-N
 2009 School Grade A
 Rdg. Proficiency, -63%
 Math Proficiency, _79%
 Rdg. Lrg. Gains, _68%
 Math Lrg. Gains, _72%
 Rdg. Imp. of Lowest 25% - 63%
 Math Imp. of Lowest 25% - 77%
 Rdg. AYP-N
 Math AYP-N

Maria Rivero

Asst Principal

Years as Administrator: 5

Years at Current School: 6

Credentials

ELEM ED, ESOL, ED LEADERSHIP

Performance Record

2013 – School Grade C
 Rdg. Proficiency, _54_%
 Math Proficiency, _51_%
 Rdg. Lrg. Gains, _65_ points
 Math Lrg. Gains, _58_ points
 Rdg. Imp. of Lowest 25% - _76_ points
 Math Imp. of Lowest 25% - _35_ points
 Rdg. AMO – _58_
 Math AMO – _58_
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 Math Lrg. Gains, _59_ points
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 Math Imp. of Lowest 25% - _55_ points
 Rdg. AMO – _53_
 Math AMO – _54_
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 Math Proficiency, _75_%
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 Math Lrg. Gains, _66_ points
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 Math Imp. of Lowest 25% - _63_ points
 Rdg. AMO – _49_
 Math AMO – _50_
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 Math Proficiency, _75%
 Rdg. Lrg. Gains, _62%
 Math Lrg. Gains, _62%
 Rdg. Imp. of Lowest 25% - 40%
 Math Imp. of Lowest 25% - 67%
 Rdg. AYP-N
 Math AYP-N
 2009 School Grade A
 Rdg. Proficiency, -63%
 Math Proficiency, _79%
 Rdg. Lrg. Gains, _68%
 Math Lrg. Gains, _72%
 Rdg. Imp. of Lowest 25% - 63%
 Math Imp. of Lowest 25% - 77%
 Rdg. AYP-N
 Math AYP-N

Instructional Coaches

of instructional coaches
3
receiving effective rating or higher
(not entered because basis is < 10)
Instructional Coach Information:

Maribel Gonzalez

Full-time / School-based

Years as Coach: 10

Years at Current School: 10

Areas

Reading/Literacy

Credentials

ELEM ED, ESOL, READING

Performance Record

2013 – School Grade C
 Rdg. Proficiency, _54_%
 Math Proficiency, _51_%
 Rdg. Lrg. Gains, _65_ points
 Math Lrg. Gains, _58_ points
 Rdg. Imp. of Lowest 25% - _76_ points
 Math Imp. of Lowest 25% - _35_ points
 Rdg. AMO – _58_
 Math AMO – _58_
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 Math Proficiency, _56_%
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 Math Lrg. Gains, _59_ points
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 Rdg. Lrg. Gains, _62%
 Math Lrg. Gains, _62%
 Rdg. Imp. of Lowest 25% - 40%
 Math Imp. of Lowest 25% - 67%
 Rdg. AYP-N
 Math AYP-N
 2009 School Grade A
 Rdg. Proficiency, -63%
 Math Proficiency, _79%
 Rdg. Lrg. Gains, _68%
 Math Lrg. Gains, _72%
 Rdg. Imp. of Lowest 25% - 63%
 Math Imp. of Lowest 25% - 77%
 Rdg. AYP-N
 Math AYP-N

TBA		
Part-time / School-based	Years as Coach:	Years at Current School:
Areas	Science	
Credentials		
Performance Record		

Kenia Sequeira

Full-time / School-based

Years as Coach: 1

Years at Current School: 9

Areas

Mathematics

Credentials

ELEM ED, ESOL, READING

Performance Record

2013 – School Grade C
 Rdg. Proficiency, _54_%
 Math Proficiency, _51_%
 Rdg. Lrg. Gains, _65_ points
 Math Lrg. Gains, _58_ points
 Rdg. Imp. of Lowest 25% - _76_ points
 Math Imp. of Lowest 25% - _35_ points
 Rdg. AMO – _58_
 Math AMO – _58_
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 Rdg. AYP-N
 Math AYP-N
 2009 School Grade A
 Rdg. Proficiency, -63%
 Math Proficiency, _79%
 Rdg. Lrg. Gains, _68%
 Math Lrg. Gains, _72%
 Rdg. Imp. of Lowest 25% - 63%
 Math Imp. of Lowest 25% - 77%
 Rdg. AYP-N
 Math AYP-N

Classroom Teachers**# of classroom teachers**

34

receiving effective rating or higher

34, 100%

Highly Qualified Teachers

97%

certified in-field

34, 100%

ESOL endorsed

26, 76%

reading endorsed

2, 6%

with advanced degrees

10, 29%

National Board Certified

0, 0%

first-year teachers

3, 9%

with 1-5 years of experience

3, 9%

with 6-14 years of experience

15, 44%

with 15 or more years of experience

13, 38%

Education Paraprofessionals**# of paraprofessionals**

5

Highly Qualified

5, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

3

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

Frances S. Tucker Elementary School recruits and retains highly qualified teachers by providing mentorship programs with veteran teachers and instructional coaches. The school also offers a networking opportunity with neighboring schools during a professional learning community to discuss rigorous planning and instructional strategies to ease the workload.

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

Frances S. Tucker Elementary School's mentoring program consists of pairing/matching new teachers with veteran highly qualified teachers and instructional coaches to meet the needs of a beginning teacher. The program entails peer collaborations, modeling of lessons, and common planning sessions.

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

School-Based MTSS/RtI Team is vital, therefore, in building our team we have considered the following: Administrator(s) who will ensure commitment and allocate resources; Teacher(s) and Coaches who share the common goal of improving instruction for all students; and team members who will work to build staff support, internal capacity, and sustainability over time.

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

The School-Based MTSS/RtI Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as: the school's Reading, Math, and Science Coaches and Behavior Specialist/SPED Chairperson, Special Education Teachers, School Guidance Counselor, and School Social Worker.

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

School-Based MTSS/RtI Team is a general education initiative in which the levels of support (resources) are allocated in direct proportion to students' academic and behavioral needs. School-Based MTSS/RtI Team uses increasingly more intense instruction and interventions. The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum classroom. The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual students' rate of progress academically and/or behaviorally. There will be an ongoing evaluation method established for services at each tier to monitor

the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

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 will be used to guide/drive instructional decisions for all students to:

- Adjust the delivery of curriculum and instruction to meet the specific academic needs of students
- Modify the delivery of behavior management systems to promote positive behavior
- Tweak the allocation of school-based resources
- Provide targeted professional development in the areas of teacher needs to help deliver instruction
- Monitor student progress in order to identify and develop interventions and promote learning gains

Academic data will include:

- FAIR Assessments
- Interim Assessments
- FCAT/SAT
- Progress Monitoring using the computer program easy.CBM
- Student Data Pyramids
- Student Grades
- School site specific assessments, i.e. biweeklies, monthly writing prompts

Behavior data will include:

- Monitoring of Attendance
- In-house Detentions
- Parent Meetings
- Referrals of student behavior, i.e. FAB/BIP
- Suspensions
- Referrals to special education programs

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

The implementation of MTSS/RtI involves the use of existing and new skill sets and practices. The implementation and support of MTSS/RtI will be facilitated by a strong system of professional development and support (technical assistance and coaching). Sufficient resources will be allocated to maximize accurate and sustained implementation:

Administrators will ensure the existence of adequate resources for implementation and cost-effectiveness of the intervention(s). This level of implementation requires resource distribution to empower the MTSS/RtI team to organize, coordinate, and sustain efforts. Our school-based action plans redirect our resources to support the following:

- Sufficient personnel for coordination and implementation
- Time for teams to meet and plan (minimum once a month)
- Professional development to increase knowledge
- Facilitation and coaching responsibilities
- Continuous meaningful evaluation
- Materials and resources for implementation activities

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:**

Title III tutoring will take place twice a week until April 2014. Students will receive instruction in Reading, Math, and Science.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Progress Monitoring will be conducted through the use of District Assessments

Who is responsible for monitoring implementation of this strategy?

Administration and Coaches

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Annette DeGoti	Principal
Maria Rivero	Assistant Principal
Maribel Gonzalez	Reading Coach
Kenia Sequeira	Math Coach
TBA	Science Coach
Yaliesperanza Salazar	5th Grade Teacher
Linda Deighan	EESAC Chair
Gita Vilenski	Guidance Counselor
Sophie Perez	4th Grade Teacher

How the school-based LLT functions

The purpose of the Literacy Leadership Team (LLT) is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve on this team which will meet at least once a month. The LLT will cultivate the vision for increased school-wide literacy across all content areas by being active participants in all Literacy Leadership Team meetings and activities. During school site visits, the District team will review the minutes from LLT meetings and have a dialogue with the team regarding the meetings. The reading coach will serve as a member of the Literacy Leadership Team. The coach will share his/her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP and the RtI Model. The reading coach will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development. The LLT will consider student assessment data, classroom

observational data, teacher's Individual Professional Development Plan (IPDP), and School Improvement Plans (SIP) when planning professional development. The LLT will monitor lesson plans during regular classroom visitations. Principals will evaluate what they see instructionally and expect it to match what is on the plans. Teachers needing assistance will be supported by the LLT. The LLT will monitor collection and utilization of assessment data, including progress monitoring data (FAIR Assessments), District interim assessment data, observational data, and in-program assessment data. Progress monitoring and interim data will be collected a minimum of three times per year. In-program assessments will be administered as the program dictates (weekly or monthly). This data will be used to determine intervention and support needs of students by:

- participating in the Data Analysis Team meetings after each FAIR assessment period;
- analyzing the progress monitoring data with reading coach;
- directing the reading coach to meet with grade level/departments to review their progress monitoring (FAIR) data
- monitoring that the reading coach uses the data to differentiate teacher support as evidenced by the coach's log and classroom visitations; and
- monitoring the teacher's use of data driven instruction during classroom visitations.

Major initiatives of the LLT

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve on this team which will meet at least once a month. The LLT will cultivate the vision for increased school-wide literacy across all content areas by being active participants in all Literacy Leadership Team meetings and activities. During school site visits, the District team will review the minutes from LLT meetings and have a dialogue with the team regarding the meetings. The reading coach will serve as a member of the Literacy Leadership Team. The coach will share his/her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP and the RtI Model. The reading coach will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development. The LLT will consider student assessment data, classroom observational data, teacher's Individual Professional Development Plan (IPDP), and School Improvement Plans (SIP) when planning professional development. The LLT will monitor lesson plans during regular classroom visitations. The principal will evaluate what they see instructionally and expect it to match what is on the plans. Teachers needing assistance will be supported by the LLT. The LLT will monitor collection and utilization of assessment data, including progress monitoring data (FAIR Assessments), District interim assessment data, observational data, and in-program assessment data. Progress monitoring and interim data will be collected a minimum of three times per year. In-program assessments will be administered as the program dictates (weekly or monthly). This data will be used to determine intervention and support needs of students by:

- participating in the Data Analysis Team meetings after each FAIR assessment period;
- analyzing the progress monitoring data with reading coach;
- directing the reading coach to meet with grade level/departments to review their progress monitoring (FAIR) data
- monitoring that the reading coach uses the data to differentiate teachers support as evidenced by the coach's log and classroom visitations; and
- monitoring the teacher's use of data driven instruction during classroom visitations.

Every Teacher Contributes to Reading Instruction

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

Preschool Transition

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

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

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

At Frances S. Tucker Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed with the Florida Kindergarten Readiness Screener (FLKRS) and Early Childhood Observation System (ECHOS) which will gauge basic academic skill development and academic school readiness of incoming students.

Screening data will be collected and aggregated once District provides the data results. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

The District will establish or expand the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school pre-kindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the directors of neighborhood centers and provide visits/orientations to the parents and students of the neighboring centers.

College and Career Readiness

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

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

Frances S. Tucker Elementary School infuses career awareness throughout the curriculum. Students participate in Career Day activities every year. Volunteers, community members and parents join forces to expose students to their careers in a variety of presentations. Frances S. Tucker Elementary School promotes increased graduation rates by participating in a Higher Education Spirit Day in which students focus on their own educational futures and prepare for the demands of life in a competitive, global, high-tech economy.

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

Strategies for improving student readiness for the public postsecondary level

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	58%	54%	No	62%
American Indian		0%		
Asian		0%		
Black/African American	52%	44%	No	57%
Hispanic	58%	58%	Yes	63%
White				
English language learners	51%	53%	Yes	56%
Students with disabilities	39%	35%	No	45%
Economically disadvantaged	58%	53%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	44	26%	34%
Students scoring at or above Achievement Level 4	40	24%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		39%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		33%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		65%	69%
Students in lowest 25% making learning gains (FCAT 2.0)		76%	78%

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)	39	53%	58%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	17	23%	31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	24	33%	40%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		0%

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	25	50%	55%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	51%	No	63%
American Indian		0%		
Asian		0%		
Black/African American	51%	44%	No	56%
Hispanic	60%	53%	No	64%
White		0%		
English language learners	46%	49%	Yes	51%
Students with disabilities	32%	26%	No	39%
Economically disadvantaged	58%	50%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	40	24%	34%
Students scoring at or above Achievement Level 4	42	25%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		43%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		21%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	97	58%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	58	35%	42%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		0%
Middle school performance on high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		0%

High School Mathematics**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%		No	63%
American Indian				
Asian				
Black/African American	51%		No	56%
Hispanic	60%		No	64%
White				
English language learners	46%		No	51%
Students with disabilities	32%		No	39%
Economically disadvantaged	58%		No	63%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		43%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		21%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		0%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

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	13	27%	32%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		44%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		26%

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

Florida Alternate Assessment (FAA)

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

High School Science**Florida Alternate Assessment (FAA)**

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		15
Participation in STEM-related experiences provided for students	4	28%	30%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	0%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 7: Social Studies**U.S. History End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	65	15%	14%
Students retained, pursuant to s. 1008.25, F.S.	30	7%	6%
Students who are not proficient in reading by third grade	35	54%	49%
Students who receive two or more behavior referrals	78	19%	18%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	10	2%	1%

Middle School Indicators

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

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students in ninth grade with one or more absences within the first 20 days	0	0%	0%
Students in ninth grade who fail two or more courses in any subject	0	0%	0%
Students with grade point average less than 2.0	0	0%	0%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	0	0%	0%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	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

A PIP will be submitted

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets**Additional targets for the school**

n/a

Specific Additional Targets

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

- G1.** The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 51% (85) of students achieved level 3 and above proficiency. Our goal for the 2013-2014 school year is to increase level 3 and above student proficiency by 12 percentage points to 63%.
- G2.** The results of the 2012-2013 FCAT 2.0 Writing Test indicate that 50% (25) of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 5 percentage points to 55%.
- G3.** The results of the 2012-2013 FAA Reading Test indicate that 37% (7) of students achieved levels 4 and above proficiency. Our goal for the 2013-2014 school year is to increase levels 4 and above student proficiency by 3 percentage points to 39%.
- G4.** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 65% of the students made learning gains. Our goal for the 2013-2014 school year is to increase students achieving learning gains by 4 percentage points to 69%.
- G5.** The results of the 2013 CELLA Test indicate that 53% (39) of students are proficient in Listening/Speaking. For the 2013-2014 school year CELLA proficiency in the area of Listening/Speaking will increase to 58% proficiency.
- G6.** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 54% (90) of students achieved level 3 and above proficiency. Our goal for the 2013-2014 school year is to increase level 3 and above student proficiency by 8 percentage points to 62%.
- G7.** The results of the 2012-2013 FCAT 2.0 Science Assessment indicate that 18% (17) of students achieved level 3 and above. Our goal for the 2013-2014 school year is to increase level 3 and above student proficiency by percentage points to 21%.

Goals Detail

G1. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 51% (85) of students achieved level 3 and above proficiency. Our goal for the 2013-2014 school year is to increase level 3 and above student proficiency by 12 percentage points to 63%.

Targets Supported

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

Resources Available to Support the Goal

- Math Coach, Curriculum Support Specialist, Go Math, Think Central and SuccessMaker

Targeted Barriers to Achieving the Goal

- The sub group Black did not meet AMO for the 2012-2013 school year scoring 44% noted on the FCAT 2.0. Our goal is to make AMO gains of 12 percentage points in this reporting subgroup of Black. Deficiencies were noted in the area Reporting Category Number: Fractions. Students have limited skills understanding fractions and fraction equivalence.
- The sub group Hispanic did not meet AMO for the 2012-2013 school year scoring 53% noted on the FCAT 2.0. Our goal is to make AMO gains of 11 percentage points in this reporting subgroup of Hispanic. Deficiencies were noted in the area Reporting Category Number: Number: Base Ten and Fractions. Students have limited skills understanding creating models and the use of manipulatives
- The sub group ELL did not meet AMO for the 2012-2013 school year scoring 49% noted on the FCAT 2.0. Our goal is to make AMO gains of 2 percentage points in this reporting subgroup of ELL. Deficiencies were noted in the area Reporting Category Measurement. Students have limited skills understanding and developing the area of two- dimensional shapes and classifying angles. .
- The sub group SWD did not meet AMO for the 2012-2013 school year scoring 26% noted on the FCAT 2.0. Our goal is to make AMO gains of 13 percentage points in this reporting subgroup of SWD. Deficiencies were noted in the area Reporting Category Number Base Ten and Fractions. Students have limited skills understanding creating models and the use of manipulatives.
- The sub group ED did not meet AMO for the 2012-2013 school year scoring 50% noted on the FCAT 2.0. Our goal is to make AMO gains of 13 percentage points in this reporting subgroup of SWD. Deficiencies were noted in the area Reporting Category Number Base Ten and Fractions. Students have limited skills understanding creating models and the use of manipulatives.
- The students in the Lowest 25% scored at 35% proficiency on the 2012-2013 FCAT 2.0. It is expected that on the FCAT 2013-2014 students in the lowest 25% reach a proficiency level of 42%. These students struggle due to the limited use of vocabulary and critical thinking skills.
- 24% of the students scoring a Level 3 on the 2012-2013 FCAT 2.0 Mathematics Assessment will increase 10 percentage points on the 2014 FCAT 2.0 Mathematics Assessment. Students in this subgroup lack the necessary skills to use manipulatives correctly to solve real world problems.

Plan to Monitor Progress Toward the Goal

Monthly Mini-Benchmark Assessments (BATS). District Math Baseline and Interim Assessments.

Person or Persons Responsible

Reading Teachers and Literacy Leadership Team

Target Dates or Schedule:

Data Chats and Common Planning

Evidence of Completion:

2014 FCAT 2.0 Math Assessment

G2. The results of the 2012-2013 FCAT 2.0 Writing Test indicate that 50% (25) of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 5 percentage points to 55%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Reading/Writing Coach, Curriculum Support Specialist, ETO Writing Pacing Guide/Calendar, One hour block for Writing.

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Writing Test was Reporting Category Writing Application and the lowest content focus was Support. Students have limited skills attending to the quality of details, and using relevant, logical and plausible support in their writing.

Plan to Monitor Progress Toward the Goal

ETO Writing Pacing Guide

Person or Persons Responsible

Writing Teachers and Literacy Leadership Team

Target Dates or Schedule:

On-going

Evidence of Completion:

Monthly Writing Prompts

G3. The results of the 2012-2013 FAA Reading Test indicate that 37% (7) of students achieved levels 4 and above proficiency. Our goal for the 2013-2014 school year is to increase levels 4 and above student proficiency by 3 percentage points to 39%.

Targets Supported

Resources Available to Support the Goal

- Unique Learning System curriculum

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the Florida Alternate Assessment was Reading Category Reading Comprehension. Students have limited skills associating spoken words and connected speech with supporting graphics during story reading.

Plan to Monitor Progress Toward the Goal

Review formative data reports to monitor student progress using the Florida Continuous Improvement Model (FCIM) and adjust instruction according to data.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

On-going

Evidence of Completion:

Mini-assessments correlated to the Unique Learning System curriculum. 2014 Florida Alternate Assessment

G4. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 65% of the students made learning gains. Our goal for the 2013-2014 school year is to increase students achieving learning gains by 4 percentage points to 69%.

Targets Supported

Resources Available to Support the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 1 Vocabulary and the lowest content focus was Multiple Meanings.

Targeted Barriers to Achieving the Goal

- Students have limited skills understanding multiple meaning words in text.

Plan to Monitor Progress Toward the Goal

Mini-assessments correlated to Instructional Focus Calendar and the District Baseline and Interim Assessments as well as Edusoft and FAIR reports

Person or Persons Responsible

Reading Teachers and Literacy Leadership Team

Target Dates or Schedule:

Data Chats and Common Planning Time

Evidence of Completion:

2014 FCAT 2.0 Reading Assessment

G5. The results of the 2013 CELLA Test indicate that 53% (39) of students are proficient in Listening/Speaking. For the 2013-2014 school year CELLA proficiency in the area of Listening/Speaking will increase to 58% proficiency.

Targets Supported**Resources Available to Support the Goal**

- Reading Coach, Curriculum Support Specialist, Wonders-McGraw Hill, SuccessMaker and Wonder Works Intervention Program

Targeted Barriers to Achieving the Goal

- The area of deficiency in Listening as noted on the 2013 CELLA assessment was Short Talks. Students have limited skills listening to an orally delivered passage of 25 to 50 words and after hearing the passage choosing the picture option that most closely reflects the information in the passage, i.e., main idea, inferences, predictions, details.
- The area of deficiency in Speaking as noted on the 2013 CELLA assessment was Personal Opinion. Students have limited skills expressing a personal opinion or preference and supporting it not so much logically but fluently and coherently

Plan to Monitor Progress Toward the Goal

Review formative data reports to monitor student progress using the Florida Continuous Improvement Model (FCIM) and adjust instruction according to data.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule:

On-going

Evidence of Completion:

Mini-benchmark assessments that require Listening/Speaking. 2014 CELLA Assessment

G6. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 54% (90) of students achieved level 3 and above proficiency. Our goal for the 2013-2014 school year is to increase level 3 and above student proficiency by 8 percentage points to 62%.

Targets Supported

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

Resources Available to Support the Goal

- Reading Coach, Curriculum Support Specialist, Wonders-McGraw-Hill, Reading Plus, Accelerated Reader, SuccessMaker and Wonder Works Intervention Program

Targeted Barriers to Achieving the Goal

- In third grade, the area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3 Literary Analysis: Fiction/Non Fiction and the lowest content focus was Descriptive Language. Students have limited skills identifying and explaining the use of descriptive language to describe mood and imagery.
- In fourth grade, the area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 4 Informational Text/Research Process and the lowest content focus was Text Features Students have limited skills reading and organizing informational text and text features to perform a task.
- In fifth grade, the area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application and the lowest content focus was Compare/Contrast. Students have limited skills comparing/contrasting elements, topics, settings, characters, and problems within one text.
- On the 2012-2013 FCAT 2.0 Assessment the ED subgroup did not make the AMO target set forth by the state. This subgroup earned 54% proficiency and is targeted for the 2013-2014 school year to reach an AMO of 62%.

Plan to Monitor Progress Toward the Goal

Mini-assessments correlated to Instructional Focus Calendar and the District Baseline and Interim Assessments as well as Edusoft and FAIR reports.

Person or Persons Responsible

Reading Teachers and Literacy Leadership Team

Target Dates or Schedule:

Data Chats and Common Planning Time

Evidence of Completion:

2014 FCAT 2.0 Reading Assessment

G7. The results of the 2012-2013 FCAT 2.0 Science Assessment indicate that 18% (17) of students achieved level 3 and above. Our goal for the 2013-2014 school year is to increase level 3 and above student proficiency by percentage points to 21%.

Targets Supported

- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Science Coach, Curriculum Support, ExploreLearning Gizmos, the District Pacing guides, Discovery Channel, NBC Learns and other web-bases District approved programs.

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was Nature of Science Students have limited abilities developing higher order thinking skills in order to increase levels of proficiency.

Plan to Monitor Progress Toward the Goal

Mini-assessments correlated to Instructional Focus Calendar and the District Baseline and Interim Assessments.

Person or Persons Responsible

The Science teachers and Science Coach will be responsible of monitoring student progress.

Target Dates or Schedule:

Progress monitoring will take place after District Science Baseline and each Interim assessment.

Evidence of Completion:

Higher number of students achieving Level 3 on the Science FCAT 2.0 for the year 2014.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 51% (85) of students achieved level 3 and above proficiency. Our goal for the 2013-2014 school year is to increase level 3 and above student proficiency by 12 percentage points to 63%.

G1.B1 The sub group Black did not meet AMO for the 2012-2013 school year scoring 44% noted on the FCAT 2.0. Our goal is to make AMO gains of 12 percentage points in this reporting subgroup of Black. Deficiencies were noted in the area Reporting Category Number: Fractions. Students have limited skills understanding fractions and fraction equivalence.

G1.B1.S1 Provide students with necessary interventions and enrichment activities, such as creating models and use of manipulatives to strengthen their skills in number fractions.

Action Step 1

Review formative data reports to monitor student progress using the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible

Literacy Leadership Team and Math Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Mini-assessments correlated to Instructional Focus Calendar and the District Baseline and Interim Assessments as well as Edusoft.

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

Edusoft

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

On-going/Data Chats

Evidence of Completion

2014 FCAT 2.0 Math Assessment

Plan to Monitor Effectiveness of G1.B1.S1

Evidence of journal usage in the math class

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessments

G1.B2 The sub group Hispanic did not meet AMO for the 2012-2013 school year scoring 53% noted on the FCAT 2.0. Our goal is to make AMO gains of 11 percentage points in this reporting subgroup of Hispanic. Deficiencies were noted in the area Reporting Category Number: Number: Base Ten and Fractions. Students have limited skills understanding creating models and the use of manipulatives

G1.B2.S1 Students will be provided the necessary interventions and enrichment activities such as creating models and the use of manipulatives.

Action Step 1

Review formative data reports to monitor student progress using the Florida Continuous Improvement Model (FCIM)

Person or Persons Responsible

Literacy Leadership Team and Math Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Mini-assessment correlated to Instructional Focus Calendar and the District Baseline and Interim Assessments

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

Edusoft reports

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

On-going/Data Chats

Evidence of Completion

2014 FCAT 2.0 Math Assessment

Plan to Monitor Effectiveness of G1.B2.S1

Data Reports from Edusoft

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

2014 FCAT 2.0 Math Assessment

G1.B3 The sub group ELL did not meet AMO for the 2012-2013 school year scoring 49% noted on the FCAT 2.0. Our goal is to make AMO gains of 2 percentage points in this reporting subgroup of ELL. Deficiencies were noted in the area Reporting Category Measurement. Students have limited skills understanding and developing the area of two- dimensional shapes and classifying angles. .

G1.B3.S1 Provide grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, and volume; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures.

Action Step 1

Review formative data reports to monitor student progress using the Florida Continuous Improvement Model (FCIM) and adjust instruction according to data.

Person or Persons Responsible

Literacy Leadership Team and Math Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Mini-assessments correlated to Instructional Focus Calendar and the District Baseline and Interim Assessments as well as Edusoft

Action Step 2

Review formative data reports to monitor student progress using the Florida Continuous Improvement Model (FCIM) and adjust instruction according to data.

Person or Persons Responsible

Literacy Leadership Team and Math Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Mini-assessments correlated to Instructional Focus Calendar and the District Baseline and Interim Assessments as well as Edusoft

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

Edusoft Reports

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

On-going

Evidence of Completion

2014 FCAT 2.0 Mathematics Assessment

Plan to Monitor Effectiveness of G1.B3.S1

Data reports and Edusoft

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

2014 FCAT 2.0 Mathematics Assessment

G1.B6 The students in the Lowest 25% scored at 35% proficiency on the 2012-2013 FCAT 2.0. It is expected that on the FCAT 2013-2014 students in the lowest 25% reach a proficiency level of 42%. These students struggle due to the limited use of vocabulary and critical thinking skills.

G1.B6.S1 Teachers will incorporate a variety of Higher Order Thinking Strategies into lesson delivery, such as: collaborative strategies, student accountable talk and the use of necessary interventions additional to the 60 minutes math block.

Action Step 1

Include ESE strategies in the "You Do" portion of the lesson for students who need additional support.

Person or Persons Responsible

Teacher, Math Coach, ETO CSS

Target Dates or Schedule

On-going

Evidence of Completion

Walk-through, student journals, intervention schedules, coaching schedule,

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

Edusoft Reports

Person or Persons Responsible

Math Coach, Administration, and Math CSS and MTSS/RtI

Target Dates or Schedule

On-Going

Evidence of Completion

Progress Monitoring using Think Central and ETO Assessments

Plan to Monitor Effectiveness of G1.B6.S1

Data Reports and Edusoft

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On-Going

Evidence of Completion

2014 FCAT 2.0 Mathematics Assessment

G1.B7 24% of the students scoring a Level 3 on the 2012-2013 FCAT 2.0 Mathematics Assessment will increase 10 percentage points on the 2014 FCAT 2.0 Mathematics Assessment. Students in this subgroup lack the necessary skills to use manipulatives correctly to solve real world problems.

G1.B7.S1 Develop conceptual understanding of topics by providing hands-on learning experience.

Action Step 1

Review format data reports to monitor student progress using the Florida Continuous Improvement Model (FCIM) and adjust instruction according to data.

Person or Persons Responsible

Math teachers, Math Coach, Leadership Team, and Math CSS

Target Dates or Schedule

On-going

Evidence of Completion

Mini-assessments correlated to Instructional Focus Calendar and the District Baseline and Interim Assessments as well as EduSoft

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B7.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. The results of the 2012-2013 FCAT 2.0 Writing Test indicate that 50% (25) of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 5 percentage points to 55%.

G2.B1 The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Writing Test was Reporting Category Writing Application and the lowest content focus was Support. Students have limited skills attending to the quality of details, and using relevant, logical and plausible support in their writing.

G2.B1.S1 During Writing Instruction, students will engage in sufficient, specific, and relevant development of support, i.e. elaboration that includes concrete details and pertinent information that helps the reader construct mental images.

Action Step 1

Provide instruction of the various modes of writing throughout the entire writing process.

Person or Persons Responsible

Writing Teachers and Reading/Writing Coach

Target Dates or Schedule

Daily (one hour block)

Evidence of Completion

Monthly writing prompts

Facilitator:

ETO- provided PD for Writing

Participants:

Writing Teachers and Reading/Writing Coach

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

Classroom walk-throughs/observations

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Authentic student work

Plan to Monitor Effectiveness of G2.B1.S1

ETO Writing Pacing Guide

Person or Persons Responsible

Writing Teachers and Reading/Writing Coach

Target Dates or Schedule

On-going

Evidence of Completion

Monthly Writing Prompts

G2.B1.S2 Provide Instruction of the various modes of writing throughout the entire writing process.

Action Step 1

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

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

10/9/2013 Planning Session

Evidence of Completion

- Professional development roster
- Professional development deliverable (PPT, handouts)

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

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

Person or Persons Responsible

Reading Coach ETO CSS 10/9/2013

Target Dates or Schedule

10/9/2013

Evidence of Completion

- Planning agendas
- Student work samples
- Lesson plans

Plan to Monitor Effectiveness of G2.B1.S2

Conduct coaching cycles to model all components of the writing process are aligned and evident throughout the entire lesson.

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

10/25/2013

Evidence of Completion

• Coaching calendar • Coaching logs • Debriefing notes

G3. The results of the 2012-2013 FAA Reading Test indicate that 37% (7) of students achieved levels 4 and above proficiency. Our goal for the 2013-2014 school year is to increase levels 4 and above student proficiency by 3 percentage points to 39%.

G3.B1 The area of deficiency as noted on the 2013 administration of the Florida Alternate Assessment was Reading Category Reading Comprehension. Students have limited skills associating spoken words and connected speech with supporting graphics during story reading.

G3.B1.S1 Students will be provided opportunities to hear stories/text that are supported with symbols/graphics.

Action Step 1

Review formative data reports to monitor student progress using the Florida Continuous Improvement Model (FCIM) and adjust instruction according to data.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

On-going

Evidence of Completion

Mini-assessments correlated to the Unique Learning System curriculum. 2014 Florida Alternate Assessment

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

Review formative data reports to monitor student progress using the Florida Continuous Improvement Model (FCIM) and adjust instruction according to data

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

On-going

Evidence of Completion

Mini-assessments correlated to the Unique Learning System curriculum. 2014 Florida Alternate Assessment

Plan to Monitor Effectiveness of G3.B1.S1

Review formative data reports to monitor student progress using the Florida Continuous Improvement Model (FCIM) and adjust instruction according to data

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

On-going

Evidence of Completion

Mini-assessments correlated to the Unique Learning System curriculum. 2014 Florida Alternate Assessment

G4. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 65% of the students made learning gains. Our goal for the 2013-2014 school year is to increase students achieving learning gains by 4 percentage points to 69%.

G4.B1 Students have limited skills understanding multiple meaning words in text.

G4.B1.S1 Students will utilize word arrays to comprehend multiple meaning words.

Action Step 1

Review formative data reports to monitor student progress using the Florida Continuous Improvement Model (FCIM) and adjust instruction according to data.

Person or Persons Responsible

Reading Teachers and Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Mini-assessments correlated to Instructional Focus Calendar and the District Baseline and Interim Assessments

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

Edusoft and FAIR Reports

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

On-going/Data Chats

Evidence of Completion

2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G4.B1.S1

Edusoft and FAIR reports

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

2014 FCAT 2.0 Reading Assessment

G5. The results of the 2013 CELLA Test indicate that 53% (39) of students are proficient in Listening/Speaking. For the 2013-2014 school year CELLA proficiency in the are of Listening/Speaking will increased to 58% proficiency.

G5.B1 The area of deficiency in Listening as noted on the 2013 CELLA assessment was Short Talks. Students have limited skills listening to an orally delivered passage of 25 to 50 words and after hearing the passage choosing the picture option that most closely reflects the information in the passage, i.e., main idea, inferences, predictions, details.

G5.B1.S1 Students will be taught visual literacy by spending a good deal of time discussing the illustrations, charts, and graphs that appear on the cover and in the book. These materials are provided to teach readers about the topic and provide essential information as well as to stimulate interest.

Action Step 1

Review formative data reports to monitor student progress using the Florida Continuous Improvement Model (FCIM) and adjust instruction according to data.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

On-going

Evidence of Completion

Mini-benchmark assessments that require Listening/Speaking. 2014 CELLA Assessment

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

Review formative data reports to monitor student progress using the Florida Continuous Improvement Model (FCIM) and adjust instruction according to data.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

On-going

Evidence of Completion

Mini-benchmark assessments that require Listening/Speaking. 2014 CELLA Assessment

Plan to Monitor Effectiveness of G5.B1.S1

Review formative data reports to monitor student progress using the Florida Continuous Improvement Model (FCIM) and adjust instruction according to data.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

On-going

Evidence of Completion

Mini-benchmark assessments that require Listening/Speaking. 2014 CELLA Assessment

G5.B2 The area of deficiency in Speaking as noted on the 2013 CELLA assessment was Personal Opinion. Students have limited skills expressing a personal opinion or preference and supporting it not so much logically but fluently and coherently

G5.B2.S1 Teacher will encourage students to speak in class as much as possible. Structure conversations around books and subjects that build vocabulary. Instead of simple “yes” or “no” questions, ask questions that are interactive and meaningful. For example, “Has this happened to you? What do you think? What should we change?” In these ways, students will learn the academic English they will need to succeed in future schooling.

Action Step 1

Review formative data reports to monitor student progress using the Florida Continuous Improvement Model (FCIM) and adjust instruction according to data.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

On-going

Evidence of Completion

Mini-benchmark assessments that require Listening/Speaking. 2014 CELLA Assessment

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

Review formative data reports to monitor student progress using the Florida Continuous Improvement Model (FCIM) and adjust instruction according to data.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

On-going

Evidence of Completion

Mini-benchmark assessments that require Listening/Speaking. 2014 CELLA Assessment

Plan to Monitor Effectiveness of G5.B2.S1

Review formative data reports to monitor student progress using the Florida Continuous Improvement Model (FCIM) and adjust instruction according to data.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

On-going

Evidence of Completion

Mini-benchmark assessments that require Listening/Speaking. 2014 CELLA Assessment

G6. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 54% (90) of students achieved level 3 and above proficiency. Our goal for the 2013-2014 school year is to increase level 3 and above student proficiency by 8 percentage points to 62%.

G6.B1 In third grade, the area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3 Literary Analysis: Fiction/Non Fiction and the lowest content focus was Descriptive Language. Students have limited skills identifying and explaining the use of descriptive language to describe mood and imagery.

G6.B1.S1 Students will create an active, ongoing Positive and Negative Mood Words Chart and incorporate a Mood/Setting Chart with poetry to practice identifying descriptive language that defines moods and provides imagery.

Action Step 1

Review formative data reports (including Edusoft and FAIR reports) to monitor student progress using the Florida Continuous Improvement Model (FCIM) and adjust instruction according to data.

Person or Persons Responsible

Reading Teachers and Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Mini-assessments correlated to Instructional Focus Calendar and the District Baseline and Interim Assessments as well as Edusoft and FAIR reports.

Facilitator:

Administrator and PD Liason

Participants:

Reading Teachers and Literacy Leadership Team

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

Edusoft and FAIR Reports

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

On-going/Data Chats

Evidence of Completion

2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G6.B1.S1

Edusoft and FAIR reports

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

2014 FCAT 2.0 Reading Assessment

G6.B2 In fourth grade, the area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 4 Informational Text/Research Process and the lowest content focus was Text Features. Students have limited skills reading and organizing informational text and text features to perform a task.

G6.B2.S1 Students will use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc.) and to locate, interpret and organize information.

Action Step 1

Review formative data reports (including Edusoft and FAIR reports) to monitor student progress using the Florida Continuous Improvement Model (FCIM) and adjust instruction according to data.

Person or Persons Responsible

Reading Teachers and Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Mini-assessments correlated to Instructional Focus Calendar and the District Baseline and Interim Assessments as well as Edusoft and FAIR reports.

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

Edusoft and FAIR Reports

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

On-going/Data Chats

Evidence of Completion

2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G6.B2.S1

Edusoft and FAIR Reports

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

2014 FCAT 2.0 Reading Assessment

G6.B3 In fifth grade, the area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application and the lowest content focus was Compare/Contrast. Students have limited skills comparing/contrasting elements, topics, settings, characters, and problems within one text.

G6.B3.S1 Students will utilize Venn Diagrams, One Sentence Summarizers, and Content Frames to compare/contrast elements, topics, settings, characters, and problems within one text.

Action Step 1

Review formative data reports (including Edusoft and FAIR reports) to monitor student progress using the Florida Continuous Improvement Model (FCIM) and adjust instruction according to data.

Person or Persons Responsible

Reading Teachers and Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Mini-assessments correlated to Instructional Focus Calendar and the District Baseline and Interim Assessments as well as Edusoft and FAIR reports.

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

Edusoft and FAIR Reports

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

On-going/Data Chats

Evidence of Completion

2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G6.B3.S1

Edusoft and FAIR reports

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

2014 FCAT 2.0 Reading Assessment

G6.B4 On the 2012-2013 FCAT 2.0 Assessment the ED subgroup did not make the AMO target set forth by the state. This subgroup earned 54% proficiency and is targeted for the 2013-2014 school year to reach an AMO of 62%.

G6.B4.S1 Plan for and deliver lessons that follow an instructional routine.I

Action Step 1

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

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

11/4/13

Evidence of Completion

- Coaching logs • Coaching cycle forms • Walkthrough logs/checklist • ETO feedback and reflection on support document

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

- Coaching logs • Coaching cycle forms • Walkthrough logs/checklist • ETO feedback and reflection on support document

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

On-going

Evidence of Completion

- Lesson Plans

Plan to Monitor Effectiveness of G6.B4.S1

• Coaching logs • Coaching cycle forms • Walkthrough logs/checklist • ETO feedback and reflection on support document

Person or Persons Responsible

Reading Coach ETO CSS Administration Literacy Leadership Team

Target Dates or Schedule

On-Going

Evidence of Completion

Rigorous Lesson Plans

G7. The results of the 2012-2013 FCAT 2.0 Science Assessment indicate that 18% (17) of students achieved level 3 and above. Our goal for the 2013-2014 school year is to increase level 3 and above student proficiency by percentage points to 21%.

G7.B1 The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was Nature of Science Students have limited abilities developing higher order thinking skills in order to increase levels of proficiency.

G7.B1.S1 The teachers will conduct scientific investigations with students following the scientific method. They will provide multiple opportunities for inquiry based learning during instruction.

Action Step 1

PD in the Gradual Release Model-with emphasis on the I-Do, We Do, portion.

Person or Persons Responsible

CSS Science and Science Coach

Target Dates or Schedule

on-going

Evidence of Completion

Interactive Journals

Action Step 2

PD Unwrapping the Benchmarks for teachers K-5

Person or Persons Responsible

Science Coach and Science CSS

Target Dates or Schedule

October 11, 2014

Evidence of Completion

Increase the number of students showing progress on the interim assessment.

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

Review data and do classroom observations to look for evidence of science process skills being taught in classroom.

Person or Persons Responsible

The science teachers along with Science coach.

Target Dates or Schedule

On-going.

Evidence of Completion

On-going monitoring of student assessments.

Plan to Monitor Effectiveness of G7.B1.S1

Evidence of science journals showing evidence of science process skills.

Person or Persons Responsible

The Science Coach and Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

2014 FCAT 2.0 Math Assessment

Coordination and Integration

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

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The District coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that proved early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program and Supplemental Educational Services.

Title I, Part D

Miami-Dade County Public Schools receives funds to support the Educational Alternative Outreach Program. Services are coordinated with the District Drop-Out Prevention programs.

Title II

Miami-Dade County Public Schools uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL; training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities through school CIS and the Bilingual Department (K-12)
- professional development on best practices for ESOL and content area teachers (K-12)
- coaching and mentoring for ESOL and content area teachers (K-12)
- reading and supplementary instructional materials (K-12)
- 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 (K-12, RFP Process)

Title X- Homeless

The Homeless Assistance Program at Frances S. Tucker Elementary seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assist schools with the identification, enrollment, attendance, and transportation of homeless students. 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 stigmatized or separated, segregated, or isolated on their status as homeless-and is provided with all entitlements. Project Upstart provides a homeless sensitivity and 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.

Supplemental Academic Instruction (SAI)

Frances S. Tucker Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, TRUST Specialists, and Safe School Specialists is also a component of this program.
- Trust Specialists and/or Elementary School Counselor focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
- In accordance with the Florida Statute "Jeffrey Johnston Stand Up for All Students Act and the Miami-Dade County Public Schools Policy Against Bullying and Harassment, the Bullying and Violence Prevention Curriculum will be implemented in all grade levels Pre-K through 5th to increase awareness, prevention and education in order to promote a safe school environment. An anonymous bullying and harassment reporting system will be in place in addition to individual counseling referrals as needed.

Nutrition Programs

- 1) Frances S. Tucker Elementary 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 and Health curriculum. 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 Wellness Policy.

Head Start

Head Start programs are housed in several Title 1 schools and/or communities. Joint activities including professional development and transition processes are shared. Through affiliation agreements, the Summer VPK program is provided at the Head Start sites.

Career and Technical Education

Frances S. Tucker Elementary infuses career awareness throughout the curriculum. Students participate in Career Day activities every year. Volunteers, community members and parents join forces to expose students to their careers in a variety of presentations. Frances S. Tucker Elementary promotes increased graduation rates by participating in a Higher Education Spirit Day in which students focus on their own educational futures and prepare for the demands of life in a competitive, global, high-tech economy.

Other

Parental: Frances S. Tucker Elementary School involves parents in the planning and implementation of the Title I program and extends an open invitation to our school's Parent Resource Center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Frances S. Tucker Elementary School increases parental engagement/involvement through developing (with ongoing parental input) our Title I School Parent Compact (for each student); our school's Title I Parent Involvement Policy; scheduling the Title I orientation meeting (Open House) and other activities such as:

- Science/Health Fair
- Book Fair Night
- Parent workshops such as: FCAT/SAT Standardized Testing, Homework Help, Mentoring, Self Esteem, Health & Nutrition, Computer Skills 101, Computer Skills 101 Part 2, Careers & Job Skills, Resources/ Switchboard of Miami, Bullying, and Computer/Portal Presentation

Frances S. Tucker Elementary School conducts informal parent surveys to determine specific needs of our parents and facilitates workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules as part of our goal to empower parents and build their capacity for involvement.

The Voluntary Public School Choice Program (I Choose!), a federally-funded grant, is a District-wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all the parents in Miami-Dade County. The Voluntary Public School Choice Program's grant funds are used to evaluate curriculums, inform parents of educational options, and re-culture teaching practices to establish quality school environment.

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.

G2. The results of the 2012-2013 FCAT 2.0 Writing Test indicate that 50% (25) of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 5 percentage points to 55%.

G2.B1 The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Writing Test was Reporting Category Writing Application and the lowest content focus was Support. Students have limited skills attending to the quality of details, and using relevant, logical and plausible support in their writing.

G2.B1.S1 During Writing Instruction, students will engage in sufficient, specific, and relevant development of support, i.e. elaboration that includes concrete details and pertinent information that helps the reader construct mental images.

PD Opportunity 1

Provide instruction of the various modes of writing throughout the entire writing process.

Facilitator

ETO- provided PD for Writing

Participants

Writing Teachers and Reading/Writing Coach

Target Dates or Schedule

Daily (one hour block)

Evidence of Completion

Monthly writing prompts

G6. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 54% (90) of students achieved level 3 and above proficiency. Our goal for the 2013-2014 school year is to increase level 3 and above student proficiency by 8 percentage points to 62%.

G6.B1 In third grade, the area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3 Literary Analysis: Fiction/Non Fiction and the lowest content focus was Descriptive Language. Students have limited skills identifying and explaining the use of descriptive language to describe mood and imagery.

G6.B1.S1 Students will create an active, ongoing Positive and Negative Mood Words Chart and incorporate a Mood/Setting Chart with poetry to practice identifying descriptive language that defines moods and provides imagery.

PD Opportunity 1

Review formative data reports (including Edusoft and FAIR reports) to monitor student progress using the Florida Continuous Improvement Model (FCIM) and adjust instruction according to data.

Facilitator

Administrator and PD Liason

Participants

Reading Teachers and Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Mini-assessments correlated to Instructional Focus Calendar and the District Baseline and Interim Assessments as well as Edusoft and FAIR reports.

Appendix 2: Budget to Support School Improvement Goals