2013-2014 SCHOOL IMPROVEMENT PLAN

Palm Lakes Elementary School

7450 W 16TH AVE

Hialeah, FL 33014

305-823-6970

http://palmlakes.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	85%

Alternative/ESE Center	Charter School	Minority Rate
No	No	98%

School Grades History

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

SIP Authority and Template

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

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

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

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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
Palm Lakes Elementary School

Principal
Alina Iglesias Q

School Advisory Council chair
Sophia Sanchez

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

Name	Title
Alina Q. Iglesias	Principal
Jordana Schneider	Assistant Principal
Ivette Garcia	Reading Coach
Sophia Sanchez	EESAC Chair/ Math/Science Coach
Dianna Rose	Media Specialist
Isabel Soto	SPED Teacher
Magda Perez	ELL Teacher
Diana Arango-Erazo	Primary Teacher
Esther Overton	Intermediate Teacher
Ana Martinez	Teacher

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal; 5 teachers and 1 alternate teacher; 1 education support employee and 1 alternate; one student and 1 alternate; five parents and 1 alternate, and 3 business and community members who are representative of the ethnic, racial, and economic community served by the school. Additionally, the SAC includes a UTD steward and a SAC chairperson.

Involvement of the SAC in the development of the SIP

The SAC participates in the development of the School Improvement Plan by developing objectives/ goals, suggesting activities that should be incorporated into the plan, developing a school budget that will support the plan, and constantly analyzing student data to adjust the plan as needed.

Activities of the SAC for the upcoming school year

The School Advisory Committee will develop and monitor the implementation of the School Improvement Plan. Assist in developing strategies/programs to support student instruction. Assist in monitoring student achievement and making recommendations to strengthen the instructional program. Make recommendations to ensure the safety of students, staff and stakeholders. Designate SAC funds to support student achievement and instructional programs.

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

Reading Goal- Student Incentives ($500.00) Mathematics Goal- Student Incentives ($500.00) Science Goal- Student Incentives ($500.00)

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:

Alina Iglesias Q		
Principal	Years as Administrator: 19	Years at Current School: 13

Credentials	School Principal (k-12) Certification Elementary Education Certification Early Childhood Education Certification ESOL Endorsement Master's Degree in Educational Leadership Bachelor's Degree in Elementary Education
Performance Record	'13 '12 '11 '10 '09 School Grade C B A A A AYP NA NA N N Y High Standards Rdg. 53 61 82 79 80 High Standards Math 56 59 81 75 76 Lrng Gains-Rdg. 68 68 73 73 69 Lrng Gains-Math 69 64 62 54 62 Gains-Rdg-25% 82 61 60 61 65 Gains-Math-25% 68 55 64 56 69 AMO Met Reading? N N AMO Met Math? N N

Jordana C. Schneider		
Asst Principal	Years as Administrator: 13	Years at Current School: 10

Credentials	Educational Leadership Certification Elementary Education Certification Masters Degree in Elementary Education Bachelors Degree in Speech Communication
Performance Record	'13 '12 '11 '10 '09 School Grade C B A A A AYP NA NA N N Y High Standards Rdg. 53 61 82 79 80 High Standards Math 56 59 81 75 76 Lrng Gains-Rdg. 68 68 73 73 69 Lrng Gains-Math 69 64 62 54 62 Gains-Rdg-25% 82 61 60 61 65 Gains-Math-25% 68 55 64 56 69 AMO Met Reading? N N AMO Met Math? N N

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Ivette Garcia

Full-time / School-based	Years as Coach: 15	Years at Current School: 24

Areas	Reading/Literacy
Credentials	Elementary Ed. Reading Endorsed ESOL Endorsed
Performance Record	'13 '12 '11 '10 '09 School Grade C B A A A AYP NA NA N N Y High Standards Rdg. 53 61 82 79 80 High Standards Math 56 59 81 75 76 Lrng Gains-Rdg. 68 68 73 73 69 Lrng Gains-Math 69 64 62 54 62 Gains-Rdg-25% 82 61 60 61 65 AMO Met Reading? N N AMO Met Math? N N

Sophia Sanchez

Full-time / School-based	Years as Coach: 7	Years at Current School: 19

Areas	Mathematics, Science
Credentials	Elementary Ed. Primary Ed. Educational Leadership
Performance Record	'13 '12 '11 '10 '09 School Grade C B A A A AYP NA NA N N Y High Standards Rdg. 53 61 82 79 80 High Standards Math 56 59 81 75 76 Lrng Gains-Rdg. 68 68 73 73 69 Lrng Gains-Math 69 64 62 54 62 Gains-Rdg-25% 82 61 60 61 65 Gains-Math-25% 68 55 64 56 69 AMO Met Reading? N N AMO Met Math? N N

Classroom Teachers

# of classroom teachers

58

 # receiving effective rating or higher

57, 98%

 # Highly Qualified Teachers

81%

 # certified in-field

58, 100%

 # ESOL endorsed

50, 86%

 # reading endorsed

7, 12%

 # with advanced degrees

18, 31%

 # National Board Certified

2, 3%

 # first-year teachers

2, 3%

 # with 1-5 years of experience

2, 3%

 # with 6-14 years of experience

28, 48%

 # with 15 or more years of experience

26, 45%

Education Paraprofessionals

# of paraprofessionals

6

 # Highly Qualified

6, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

2

 # 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

Palm Lakes Elementary serves as a host school for interns from various universities. Additionally, we also welcome students completing field experience hours for their coursework. We are able to recruit teachers from the student interns that complete their internships with us, as well as teachers who are placed on the district surplus list. The administration and members from the leadership team interview potential candidates for open positions and are responsible for selecting new staff members.

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

Beginning teachers are provided with an orientation by the district office, as well as the school administration. Mentors are assigned to the beginning teachers from eligible personnel that have participated in the districts MINT Mentoring program. Additionally, Instructional coaches are assigned to model lessons and assist the beginning teachers with planning and implementation of the curriculum. Grade level Chairpersons are also responsible for guiding the beginning teachers with planning, as well as day to day school procedures.

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

Palm Lakes has an MTSS process which includes:
1. Quarterly Data Talks with grade level and individual teachers.
2. Dissemination of grade level and individual student data to identify students needs.
3. A process to request assistance for students not responding to interventions and grade level instruction.
4. Intervention program implemented with fidelity.
5. Tutoring available for subgroups through federal grants (Title III).
6. Daily walkthroughs with feedback on instructional practices.
7. Title I funds are allocated to support student achievement through hourly paraprofessionals that work with targeted students.
8. SAC funds are allocated to support student achievement through incentives and the technology programs at the school.
Members of the MTSS/RtI team include:
• Principal-Alina Q. Iglesias
• Assistant Principal-Jordana Schneider
• Primary Teacher-Diana Arango- Erazo
• Intermediate Teacher-Esther Overton
• SPED Teacher-Isabel Soto
• ELL Teacher-Magda Perez
• Gifted Teacher-Idalmys Sanchez
• Reading Coach-Ivette Garcia
• Math/ Science Coach-Sophia Sanchez
• Counselor-Sandra McGlynn
• Psychologist- Claudia Arce
• Social Worker- Anna Knapp

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

The Literacy Leadership Team will:
1. Monitor academic and behavior data through data talks and grade level meetings.
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold monthly team meetings.

4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress

MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:

Administrator(s) 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.

The school's Literacy Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

• School reading, math, science, and behavior specialists

• Special education personnel

• School guidance counselor

• School psychologist

• School social worker

• Member of advisory group

• Community stakeholders

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

MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI 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.

• 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 student's 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 instructional decisions and system procedures for all students to:

• adjust the delivery of curriculum and instruction to meet the specific needs of students

• adjust the delivery of behavior management system

• adjust the allocation of school-based resources

• drive decisions regarding targeted professional development

• create student growth trajectories in order to identify and develop interventions
Managed data will include:
Academic
• FAIR assessment-Reading/ Language Arts
• Edusoft/ Interim Assessments- Reading, Mathematics and Science
• FCAT- Reading, Writing, Mathematics and Science
• CELLA- Language/ ELL
• School site specific assessments- All subject areas.
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance
• Referrals to special education programs

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

The district professional development and support will include:
1. Common planning time for instructional personnel as well as early release data meetings and training.
2. Training for all administrators in the MTSS/RtI problem solving, data analysis process;
3. Providing support for school staff to understand basic MTSS/RtI principles and procedures; and
4. Providing a network of ongoing support for MTSS/RtI organized through feeder pattern.

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: Summer Program
Minutes added to school year: 300

Implement a Summer Reading Camp for 3rd grade retained students and targeted rising 3rd graders using district approved/selected reading intervention materials.

Strategy Purpose(s)

- Instruction in core academic subjects

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

A pre-test is administered on the first day of the summer school session to determine mastery of 3rd grade reading objectives. Teachers are provided with the results to assist in targeting individual/small group instruction.
A post-test is administered at the end of the Summer Reading Camp to determine mastery of 3rd grade reading skills re-taught during the summer.

Who is responsible for monitoring implementation of this strategy?

Summer school teachers implement the selected program for the designated amount of time.
School Principals are responsible for monitoring daily instruction and implementation of the program.
Curriculum Support Specialist are assigned by the district to assist instructional staff and provide support as needed.

Literacy Leadership Team (LLT)

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

Name	Title
Alina Iglesias	Principal
Jordana Schneider	Assistant Principal
Ivette Garcia	Reading Coach
Sophia Sanchez	EESAC Chair/Math & Science Coach
Dianna Rose	Media Specialist
Isabel Soto	SPED Teacher
Magda Perez	ELL Teacher
Diana Arango-Erazo	Primary Teacher Representative
Esther Overton	Intermediate Teacher Representative
Idalmys Sanchez	Gifted Program Representative

How the school-based LLT functions

The Literacy Leadership Team meets formally on a monthly basis during or after school hours. During the Literacy Leadership Team meetings, the team discusses reading data and trends. The team will review the concerns during grade level meetings.
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 selects team members for the Literacy Leadership Team (LLT) based on a cross section of

the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The Reading Coach is a member of the Literacy Leadership Team. The team will meet monthly throughout the school year.

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. During school site visits, the District team will review the minutes from LLT meetings and have a dialogue with the principal regarding the meetings.

The principal will provide necessary resources to the LLT. The reading coach will serve as a member of the Literacy Leadership Team. The coach will share 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. 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.

Major initiatives of the LLT

The major initiatives of the Literacy Leadership Team for the 2013 – 2014 school year will be to maintain the fidelity of the new Reading Program, intervention groups, continue to promote the Reading Plus program for use at home. Additionally, the use of the SuccessMaker Program will be promoted and monitored to provide Differentiated Instruction and data-driven lessons within the reading classes.

The Core Reading Program, McGraw Hill Wonders provides the basis for instruction and connects meaningfully to supplemental materials. The core reading program correlates to all Reading and Language Arts Sunshine State Standards and Common Core State Standards. The program addresses the six areas of reading: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. The core reading program provides a coherent design that includes explicit instructional strategies, coordinated instructional sequences, and ample practice opportunities. Utilizing the core reading program is a portion of the allocated, protected, uninterrupted 90 minute block of time for literacy instruction. Accommodations in both pace and level may be required to meet the instructional need of advanced, gifted, or struggling readers.

The Supplemental Intervention Reading Program (Wonderworks) is intended for flexible use as part of differentiated instruction, or in more intensive interventions to meet student learning needs in specific areas (oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension). SIRPs are used to support initial instruction provided by McGraw Hill. Teachers will place students in supplemental intervention programs based on data. Placement will be fluid and reevaluated after each progress monitoring assessment. Supplemental materials for advanced and gifted students include materials that accelerate and enrich with a higher degree of complexity and abstraction.

The Comprehensive Intervention Reading Program (Wonderworks) is intended for use in addition to the 90-minute reading block to provide immediate intensive intervention to students who are reading one or more years below grade level, and who are struggling with a broad range of reading skills. CIRPs include instructional content based on the six essential components of reading instruction (oral language, phonological awareness, phonics, fluency, vocabulary and comprehension). CIRPs are used to accelerate growth in reading with the goal of returning students to grade level proficiency. Teachers will place students in intervention programs based on data. CIRPs provide more frequent assessments of student progress. Therefore, in order to ensure membership and proper pacing of instruction and mastery of all instructional components, placement will be fluid and reevaluated after each progress monitoring assessment.

Every Teacher Contributes to Reading Instruction

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

All instructional staff members are responsible for teaching/reinforcing reading skills in their assigned subject areas. Core subject area teachers are responsible for their assigned subject as well as reinforcement of reading skills/objectives through the daily delivery of their lessons. Special area teachers are required to plan lessons that support the schools reading program through literature/ materials related to their subject area.

All instructional staff members have received a general overview on the Common Core State Standards in order to incorporate strategies into their lessons.

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 Palm Lakes 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. Pre-Kindergarten students are administered the VPK State Assessments three times per year which assesses Pre-Reading skills.

At Palm Lakes Elementary School, all incoming kindergarten students are assessed prior to or upon entering kindergarten in order to determine their ELL level and to ascertain the individual and group needs. These assessments will allow for the development of the instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print Letter Knowledge, and Phonological Awareness/Processing. Specifically, the FLKRS and FAIR assessments will be used to assess basic academic skill development and academic school readiness of incoming students. ECHOES is a readiness behavioral observation checklist which is administered to Kindergarten students at the beginning of the school year. The OLPS-R will be used to assess the English language ability of the incoming students. Screening data is utilized to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/ or social emotional skills identified by screening data. Screening tools will be administered mid-year and at the end of the year in order to determine student learning gains. This will help determine the need for changes to the instruction/intervention programs.

Local pre-school students are invited annually to visit the Kindergarten classes at Palm Lakes. This provides them with an opportunity to become familiar with the school and staff. These meetings are arranged through the Pre K department at the district office. Also, the school holds an orientation meeting for all incoming kindergarten students and their parents prior to the opening of school. Students and parents meet the instructional staff and are provided with a tour of the school. School tours are conducted by the administration for any parents who request it prior to enrolling their children.

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	68%	53%	No	71%
American Indian				
Asian				
Black/African American				
Hispanic	67%	54%	No	70%
White	56%		No	60%
English language learners	61%	44%	No	65%
Students with disabilities	31%	26%	No	38%
Economically disadvantaged	66%	53%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	126	27%	40%
Students scoring at or above Achievement Level 4	118	25%	31%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)		82%	84%

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)	235	59%	63%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	126	32%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	114	29%	36%

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	71	51%	56%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	56%	No	72%
American Indian				
Asian				
Black/African American				
Hispanic	68%	57%	No	72%
White	61%		No	65%
English language learners	65%	54%	No	69%
Students with disabilities	35%	28%	No	42%
Economically disadvantaged	67%	55%	No	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	140	30%	42%
Students scoring at or above Achievement Level 4	117	25%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		69%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		68%	71%

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	37	22%	26%
Students scoring at or above Achievement Level 4	34	20%	22%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		9
Participation in STEM-related experiences provided for students	630	75%	77%

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	61	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	46	5%	4%
Students who are not proficient in reading by third grade	77	49%	44%
Students who receive two or more behavior referrals	69	8%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	1%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. On the 2013 administration of the FCAT Reading Assessment, 53% of students achieved a proficiency score of 3 or higher. Our goal for the 2013 – 2014 school year is to increase the number of students achieving proficiency by 18 percentage points to 71%.

G2. On the 2013 administration of the FCAT Writing Test, 51% of students achieved a proficiency score of 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students achieving at or above a level 3.5 proficiency to 56%.

G3. The results of the 2013 FCAT Mathematics Test indicate that 56% of students achieved a proficiency score of 3 or higher. Our goal for the 2013-2014 school year is to increase the number of students achieving proficiency by 16 percentage points to 72%.

G4. On the 2013 administration of the Science FCAT, 42% of students achieved a proficiency of FCAT Level 3 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 48%.

G5. Our goal is to increase the number of STEM-related experiences provided for students (e.g. science bee competitions; field trips; science fair)

G6. Our goal is to decrease the number of students exhibiting Early Warning Signs in all categories.

Goals Detail

G1. On the 2013 administration of the FCAT Reading Assessment, 53% of students achieved a proficiency score of 3 or higher. Our goal for the 2013 – 2014 school year is to increase the number of students achieving proficiency by 18 percentage points to 71%.

Targets Supported

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

Resources Available to Support the Goal

- McGraw-Hill Wonders

- McGraw-Hill WonderWorks

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Reading Test for Subgroups not making AMO was Reporting Category 4- Informational Text/ Research Process. The students do not interpret graphical information (text features) e.g., graphics, legends, illustrations, diagrams, charts, keys, and locate, interpret, and organize information.

- The area of deficiency as noted on the 2013 administration of the FCAT Reading Test , for the FCAT 2.0 Level 3 subgroup was Reporting Category 4- Informational Text/ Research Process. The students do not interpret graphical information (text features) e.g., graphics, legends, illustrations, diagrams, charts, keys, and locate, interpret, and organize information.

- The area of deficiency as noted on the 2013 administration of the FCAT Reading Test, for the FCAT 2.0 Level 4 and 5 students was Reporting Category 4- Informational Text/ Research Process. The students do not interpret graphical information (text features) e.g., graphics, legends, illustrations, diagrams, charts, keys, and locate, interpret, and organize information.

- The area of deficiency as noted on the 2013 administration of the FCAT Reading Test , for the Learning Gains for all, was Reporting Category 2- Reading Application. The students do not utilize critical thinking strategies needed to formulate comparisons within and across texts.

- The area of deficiency as noted on the 2013 administration of the FCAT Reading Test , for the Learning Gains lowest 25% was Reporting Category 2- Reading Application. The students do not utilize critical thinking strategies needed to formulate comparisons within and across texts.

- The area of deficiency as noted on the 2013 administration of the FCAT Reading Test , for the CELLA Listening and Speaking, was Reporting Category 2- Reading Application. The students do not utilize critical thinking strategies needed to formulate comparisons within and across texts.

- The area of deficiency as noted on the 2013 administration of the FCAT Reading Test , for the CELLA Reading, was Reporting Category 2- Reading Application. The students do not utilize critical thinking strategies needed to formulate comparisons within and across texts.

- The area of deficiency as noted on the 2013 administration of the FCAT Reading Test , for the CELLA Writing, was Reporting Category 2- Reading Application. The students do not utilize critical thinking strategies needed to formulate comparisons within and across texts.

Plan to Monitor Progress Toward the Goal

Administer Interim Assessment Tests and McGraw-Hill Wonders Assessment Tests.

> **Person or Persons Responsible**
> Literacy Leadership Team
>
> **Target Dates or Schedule:**
> August 2013-June 2014
>
> **Evidence of Completion:**
> 2014 FCAT Reading Assessment

G2. On the 2013 administration of the FCAT Writing Test, 51% of students achieved a proficiency score of 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students achieving at or above a level 3.5 proficiency to 56%.

> **Targets Supported**
> • Writing
>
> **Resources Available to Support the Goal**
> • McGraw-Hill Reading / Writing Workshop Text District-Wide Pacing Guide
>
> **Targeted Barriers to Achieving the Goal**
> • The area of deficiency for students Scoring a 3.5 and above on the 2013 FCAT Writing Assessment which focused on narrative writing was elaboration. Students need improvement in applying appropriate tools or strategies to evaluate and refine the draft to include more support and details during the writing process.

Plan to Monitor Progress Toward the Goal

Administer Interim Assessments and McGraw-Hill Wonders Series assessments.

> **Person or Persons Responsible**
> Teacher
>
> **Target Dates or Schedule:**
> August 2013 - June 2014
>
> **Evidence of Completion:**
> 2014 FCAT Writing Assessment

G3. The results of the 2013 FCAT Mathematics Test indicate that 56% of students achieved a proficiency score of 3 or higher. Our goal for the 2013-2014 school year is to increase the number of students achieving proficiency by 16 percentage points to 72%.

Targets Supported

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

Resources Available to Support the Goal

- Go Math Series SuccessMaker Program

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Assessment in subgroups not making AMO was Geometry and Measurement.This deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.

- The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Assessment in the FCAT Level 3 subgroup was the Number: Base Ten and Fractions.This deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.

- The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Assessment in the FCAT Level 4 and above subgroup was the Number: Base Ten and Fractions.This deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.

- The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Assessment in the Learning Gains for all subgroup was the Number: Base Ten and Fractions.This deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.

- The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Assessment in the Learning Gains lowest 25% students was the Number: Base Ten and Fractions.This deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.

Plan to Monitor Progress Toward the Goal

Analyze testing data and hold data chats.

Person or Persons Responsible
Administration/ Curriculum Coaches

Target Dates or Schedule:
August 2013- June 2014

Evidence of Completion:
2014 FCAT Mathematics Assessment

G4. On the 2013 administration of the Science FCAT, 42% of students achieved a proficiency of FCAT Level 3 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 48%.

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Scott Foresman Science Series

Targeted Barriers to Achieving the Goal
- The area of deficiency according to the 2013 administration of the Science FCAT, and the data identifies the Nature of Science as the cluster in most need of improvement for Level 3 students.
- The area of deficiency according to the 2013 administration of the Science FCAT, and the data identifies the Nature of Science as the cluster in most need of improvement for Level 4 and 5 students. Enrichment activities were limited to support and develop independent projects.

Plan to Monitor Progress Toward the Goal

Use District Interim assessment data analysis to drive instruction.

Person or Persons Responsible
Administration/ Science Coach

Target Dates or Schedule:
August 2013- June 2014

Evidence of Completion:
2014 FCAT Science Assessment

G5. Our goal is to increase the number of STEM-related experiences provided for students (e.g. science bee competitions; field trips; science fair)

Targets Supported
- STEM

Resources Available to Support the Goal
- Scott-Foresman Science Series

Targeted Barriers to Achieving the Goal
- Students were not provided with sufficient opportunities to participate in STEM related activities.

Plan to Monitor Progress Toward the Goal

STEM activity participation

Person or Persons Responsible
Science Coach

Target Dates or Schedule:
August 2013- June 2014

Evidence of Completion:
Student work will be produced.

G6. Our goal is to decrease the number of students exhibiting Early Warning Signs in all categories.

Targets Supported

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Social worker and Assistant Principal address attendance issues.

- Title III tutoring will be offered to eligible 2nd and 3rd grade ELL students.

- Ensure that all eligible students are receiving Interventions.

Targeted Barriers to Achieving the Goal

- Some of our students are missing 10% of the school year because families are not aware of the importance of regular school attendance.

- Students are being retained through the FCAT Reading Assessment in 3rd grade due to the state's criteria for promotion not being met.

- Students are not meeting proficiency due to low levels of comprehension due to early developmental stages of English language learning.

- Students are violating school board policies outlined in the student progression plan.

Plan to Monitor Progress Toward the Goal

Number of students within category monitored and steps taken to ensure goal is being met.

Person or Persons Responsible
Administration

Target Dates or Schedule:
August 2013- June 2014

Evidence of Completion:
Data will be analyzed.

Action Plan for Improvement

Problem Solving Key

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

G1. On the 2013 administration of the FCAT Reading Assessment, 53% of students achieved a proficiency score of 3 or higher. Our goal for the 2013 – 2014 school year is to increase the number of students achieving proficiency by 18 percentage points to 71%.

G1.B1 The area of deficiency as noted on the 2013 administration of the FCAT Reading Test for Subgroups not making AMO was Reporting Category 4- Informational Text/ Research Process. The students do not interpret graphical information (text features) e.g., graphics, legends, illustrations, diagrams, charts, keys, and locate, interpret, and organize information.

G1.B1.S1 Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students will describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts.

Action Step 1

Administer Interim Assessments and 2014 FCAT Reading Assessment.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Data Analysis and Results

Facilitator:

Pauline Ward Ivette Garcia

Participants:

Reading Teachers

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

Use Data Analysis to drive instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Data Analysis of 2014 FCAT Reading Results

Plan to Monitor Effectiveness of G1.B1.S1

Use Data Analysis of Interim Assessment Testing to drive instruction and hold Data Talks.

Person or Persons Responsible

LLT

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Results of 2014 FCAT Reading Assessment

G1.B2 The area of deficiency as noted on the 2013 administration of the FCAT Reading Test , for the FCAT 2.0 Level 3 subgroup was Reporting Category 4- Informational Text/ Research Process. The students do not interpret graphical information (text features) e.g., graphics, legends, illustrations, diagrams, charts, keys, and locate, interpret, and organize information.

G1.B2.S1 Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students will describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts.

Action Step 1

Implement McGraw-Hill Wonders series

Person or Persons Responsible

Teacher

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Reading Assessment

Facilitator:

Pauline Ward Ivette Garcia

Participants:

Reading Teachers

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

Conduct Classroom Walk Throughs and Observations.

Person or Persons Responsible

LLT

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Reading Assessment

Plan to Monitor Effectiveness of G1.B2.S1

Use FCIM Process/ hold Data Chats

Person or Persons Responsible

LLT

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Reading Assessment

G1.B3 The area of deficiency as noted on the 2013 administration of the FCAT Reading Test, for the FCAT 2.0 Level 4 and 5 students was Reporting Category 4- Informational Text/ Research Process. The students do not interpret graphical information (text features) e.g., graphics, legends, illustrations, diagrams, charts, keys, and locate, interpret, and organize information.

G1.B3.S1 Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students will describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts.

Action Step 1

McGraw-Hill Wonders Series

Person or Persons Responsible

Teacher

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

2014 FCAT Reading Assessment

Facilitator:

Pauline Ward Ivette Garcia

Participants:

Reading Teachers

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

Classroom Walk Throughs and Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

2014 FCAT Reading Assessment

Plan to Monitor Effectiveness of G1.B3.S1

Classroom Walk Throughs and Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

2014 FCAT Reading Assessment

G1.B4 The area of deficiency as noted on the 2013 administration of the FCAT Reading Test , for the Learning Gains for all, was Reporting Category 2- Reading Application. The students do not utilize critical thinking strategies needed to formulate comparisons within and across texts.

G1.B4.S1 Students will read and comprehend complex literature and informational text independently and proficiently. Students will ask and answer questions referring explicitly to the text as the basis for the answers and identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students will also recognize the author's perspective in text. Students will focus on what the author thinks and feels and will identify main idea in text. Students will be able to identify causal relationships embedded in text. Students will be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Students will be provided practice in identifying topics and theme within texts.

Action Step 1

Implement McGraw-Hill Wonders Series

Person or Persons Responsible

Teacher

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Results of 2014 FCAT Reading Assessment

Facilitator:

Pauline Ward Ivette Garcia

Participants:

Reading Teachers

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

Conduct Classroom Walk Throughs and observations.

Person or Persons Responsible

LLT

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

2014 FCAT Reading Assessment

Plan to Monitor Effectiveness of G1.B4.S1

Conduct Classroom Walk Throughs and Observations

Person or Persons Responsible

LLT

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Reading Assessment

G1.B5 The area of deficiency as noted on the 2013 administration of the FCAT Reading Test , for the Learning Gains lowest 25% was Reporting Category 2- Reading Application. The students do not utilize critical thinking strategies needed to formulate comparisons within and across texts.

G1.B5.S1 Students will read and comprehend complex literature and informational text independently and proficiently. Students will ask and answer questions referring explicitly to the text as the basis for the answers and identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students will also recognize the author's perspective in text. Students will focus on what the author thinks and feels and will identify main idea in text. Students will be able to identify causal relationships embedded in text. Students will be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Students will be provided practice in identifying topics and theme within texts.

Action Step 1

Conduct classroom Walk Throughs and Observations.

Person or Persons Responsible

LLT

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Reading Assessment

Facilitator:

Pauline Ward Ivette Garcia

Participants:

Reading Teachers

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

Use Data Analysis to drive instruction

Person or Persons Responsible

LLT

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Reading Assessment

Plan to Monitor Effectiveness of G1.B5.S1

Conduct data chats and use data analysis to drive instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Reading Assessment

G1.B6 The area of deficiency as noted on the 2013 administration of the FCAT Reading Test , for the CELLA Listening and Speaking, was Reporting Category 2- Reading Application. The students do not utilize critical thinking strategies needed to formulate comparisons within and across texts.

G1.B6.S1 Students will read and comprehend complex literature and informational text independently and proficiently. Students will ask and answer questions referring explicitly to the text as the basis for the answers and identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students will also recognize the author's perspective in text. Students will focus on what the author thinks and feels and will identify main idea in text. Students will be able to identify causal relationships embedded in text. Students will be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Students will be provided practice in identifying topics and theme within texts.

Action Step 1

Administer Interim Assessments and 2014 FCAT Reading Assessment.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Data analysis and results

Facilitator:

Pauline Ward Ivette Garcia

Participants:

Literacy Leadership Team

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

Use Data to drive instruction

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Data Analysis of 2014 FCAT Reading Results

Plan to Monitor Effectiveness of G1.B6.S1

Use Data analysis of Interim Assessment testing to drive instruction and hold data talks.

Person or Persons Responsible

Literacy leadership Team

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Results of 2014 Reading Assessment

G1.B7 The area of deficiency as noted on the 2013 administration of the FCAT Reading Test , for the CELLA Reading, was Reporting Category 2- Reading Application. The students do not utilize critical thinking strategies needed to formulate comparisons within and across texts.

G1.B7.S1 Students will read and comprehend complex literature and informational text independently and proficiently. Students will ask and answer questions referring explicitly to the text as the basis for the answers and identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students will also recognize the author's perspective in text. Students will focus on what the author thinks and feels and will identify main idea in text. Students will be able to identify causal relationships embedded in text. Students will be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Students will be provided practice in identifying topics and theme within texts.

Action Step 1

Administer Interim Assessments and 2014 FCAT Reading Assessment

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Data analysis and results

Facilitator:

Pauline Ward Ivette Garcia

Participants:

Literacy Leadership Team

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

Use Data analysis to drive instruction

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Data analysis of 2014 FCAT Reading results

Plan to Monitor Effectiveness of G1.B7.S1

Use data analysis of Interim Assessment testing to drive instruction and hold talks.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Results of 2014 Reading Assessment

G1.B8 The area of deficiency as noted on the 2013 administration of the FCAT Reading Test , for the CELLA Writing, was Reporting Category 2- Reading Application. The students do not utilize critical thinking strategies needed to formulate comparisons within and across texts.

G1.B8.S1 Students will read and comprehend complex literature and informational text independently and proficiently. Students will ask and answer questions referring explicitly to the text as the basis for the answers and identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students will also recognize the author's perspective in text. Students will focus on what the author thinks and feels and will identify main idea in text. Students will be able to identify causal relationships embedded in text. Students will be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Students will be provided practice in identifying topics and theme within texts.

Action Step 1

Administer Interim Assessments and 2014 FCAT Reading assessment.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Data analysis and results

Facilitator:

Pauline Ward Ivette Garcia

Participants:

Literacy Leadership Team

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

Use Data analysis to drive instruction.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Data analysis of 2014 FCAT Reading results

Plan to Monitor Effectiveness of G1.B8.S1

Use Data analysis of Interim Assessment testing to drive instruction and hold data talks.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Results of 2014 Reading Assessment

G2. On the 2013 administration of the FCAT Writing Test, 51% of students achieved a proficiency score of 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students achieving at or above a level 3.5 proficiency to 56%.

G2.B1 The area of deficiency for students Scoring a 3.5 and above on the 2013 FCAT Writing Assessment which focused on narrative writing was elaboration. Students need improvement in applying appropriate tools or strategies to evaluate and refine the draft to include more support and details during the writing process.

G2.B1.S1 Incorporate the use of graphic organizers that will remind and encourage students to elaborate, support and provide details that will strengthen their writing and writing expression. Additionally, teacher conferencing and peer editing will be used to strengthen the revision process.Small group instruction will be provided to students needing similar skills

Action Step 1

Implement McGraw Hill Wonders Series.

Person or Persons Responsible

Teacher

Target Dates or Schedule

August 2013 -June 2014

Evidence of Completion

2014 FCAT Writing Assessment

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

Conduct Classroom Walk Throughs.

Person or Persons Responsible

LLT

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

2014 FCAT Writing Assessment

Plan to Monitor Effectiveness of G2.B1.S1

Conduct Classroom Walk Throughs and Observations.

Person or Persons Responsible

LLT

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Writing Assessment

G3. The results of the 2013 FCAT Mathematics Test indicate that 56% of students achieved a proficiency score of 3 or higher. Our goal for the 2013-2014 school year is to increase the number of students achieving proficiency by 16 percentage points to 72%.

G3.B1 The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Assessment in subgroups not making AMO was Geometry and Measurement.This deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.

G3.B1.S1 Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and three-dimensional shapes/objects.

Action Step 1

Implement Go Math Common Core Series.

Person or Persons Responsible

Teacher

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Mathematics Assessment

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

Conduct classroom walk throughs and observations.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Mathematics Assessments

Plan to Monitor Effectiveness of G3.B1.S1

Conduct classroom walk throughs and observations.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Mathematics Assessment

G3.B2 The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Assessment in the FCAT Level 3 subgroup was the Number: Base Ten and Fractions.This deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.

G3.B2.S1 Provide opportunities for students to compare and order fractions, mixed numbers, and decimals in the same or different forms, generate equivalent fractions or simplify fractions to lowest terms, relate halves, fourths, tenths, and hundredths to percents, and vice versa.

Action Step 1

Implement Go Math Common Core Series.

Person or Persons Responsible

Teacher

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Mathematics Test

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

Conduct classroom walk throughs and observations.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Mathematics Test

Plan to Monitor Effectiveness of G3.B2.S1

Conduct classroom walk throughs and observations.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Mathematics Test

G3.B3 The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Assessment in the FCAT Level 4 and above subgroup was the Number: Base Ten and Fractions.This deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.

G3.B3.S1 Provide opportunities for students to compare and order fractions, mixed numbers, and decimals in the same or different forms, generate equivalent fractions or simplify fractions to lowest terms, relate halves, fourths, tenths, and hundredths to percents, and vice versa.

Action Step 1

Implement Go Math Common Core Series.

Person or Persons Responsible

Teacher

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Mathematics Assessment

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

Conduct classroom walk throughs and observations.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Mathematics Assessment

Plan to Monitor Effectiveness of G3.B3.S1

Conduct classroom walk throughs and observations.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Mathematics Assessment

G3.B4 The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Assessment in the Learning Gains for all subgroup was the Number: Base Ten and Fractions.This deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.

G3.B4.S1 Provide opportunities for students to compare and order fractions, mixed numbers, and decimals in the same or different forms, generate equivalent fractions or simplify fractions to lowest terms, relate halves, fourths, tenths, and hundredths to percents, and vice versa

Action Step 1

Implement Go Math Common Core Series

Person or Persons Responsible

Teacher

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Mathematics Test

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

Classroom Walk Throughs and Observations

Person or Persons Responsible

Math Coach

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Mathematics Test

Plan to Monitor Effectiveness of G3.B4.S1

Classroom Walk Thoughs and Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Mathematics Test

G3.B5 The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Assessment in the Learning Gains lowest 25% students was the Number: Base Ten and Fractions.This deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.

G3.B5.S1 Provide opportunities for students to compare and order fractions, mixed numbers, and decimals in the same or different forms, generate equivalent fractions or simplify fractions to lowest terms, relate halves, fourths, tenths, and hundredths to percents, and vice versa

Action Step 1

Implement Go Math Common Core Series

Person or Persons Responsible

Teacher

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Mathematics Test

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

Conduct Classroom Walk Throughs and Observations

Person or Persons Responsible

Math Coach

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Mathematics Test

Plan to Monitor Effectiveness of G3.B5.S1

Conduct Classroom Walk Throughs and Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Mathematics Test

G4. On the 2013 administration of the Science FCAT, 42% of students achieved a proficiency of FCAT Level 3 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 48%.

G4.B1 The area of deficiency according to the 2013 administration of the Science FCAT, and the data identifies the Nature of Science as the cluster in most need of improvement for Level 3 students.

G4.B1.S1 Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Science.

Action Step 1

Implement Scott Foresman Science series

Person or Persons Responsible

Teacher

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Science Assessment

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

Scott Foresman Science

Person or Persons Responsible

Science Coach

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Science Assessment

Plan to Monitor Effectiveness of G4.B1.S1

Conduct classroom walk throughs and observations.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Science Assessment

G4.B2 The area of deficiency according to the 2013 administration of the Science FCAT, and the data identifies the Nature of Science as the cluster in most need of improvement for Level 4 and 5 students. Enrichment activities were limited to support and develop independent projects.

G4.B2.S1 Provide enrichment activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Science.

Action Step 1

Implement Scott Foresman Science series.

Person or Persons Responsible

Teacher

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Science Assessment

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

Conduct Classroom walk throughs and observation.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Science Assessment

Plan to Monitor Effectiveness of G4.B2.S1

Conduct classroom walk throughs and observations.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

FCAT Science Assessment.

G5. Our goal is to increase the number of STEM-related experiences provided for students (e.g. science bee competitions; field trips; science fair)

G5.B1 Students were not provided with sufficient opportunities to participate in STEM related activities.

G5.B1.S1 Increase STEM-related experiences provided for students including district Science Fair competition participation, Science Bee, Fairchild Challenge, and Field trips related to STEM.

Action Step 1

STEM activities

Person or Persons Responsible

Science Coach

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Student work will be produced as a result of participation in activities.

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

STEM Participation

Person or Persons Responsible

Science Coach

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Student work will be produced as evidence.

Plan to Monitor Effectiveness of G5.B1.S1

STEM participation

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Student work will be produced.

G6. Our goal is to decrease the number of students exhibiting Early Warning Signs in all categories.

G6.B1 Some of our students are missing 10% of the school year because families are not aware of the importance of regular school attendance.

G6.B1.S1 Families will be contacted by school staff to ensure that students attend school regularly.

Action Step 1

Contact families

Person or Persons Responsible

School Staff

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Attendance rosters will be kept and monitored

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

Logs will be presented quarterly by staff

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Attendance logs will be kept at the school site.

Plan to Monitor Effectiveness of G6.B1.S1

Attendance numbers will be analyzed

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Logs will be monitored

G6.B2 Students are being retained through the FCAT Reading Assessment in 3rd grade due to the state's criteria for promotion not being met.

G6.B2.S1 Interventions in reading will be in place for students at risk.

Action Step 1

Reading Intervention program will be implemented with fidelity.

Person or Persons Responsible

Reading Teachers and Intervention staff

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

RTI data will be collected.

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

Interventions will be scheduled and in place for identified students.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Reading Assessment

Plan to Monitor Effectiveness of G6.B2.S1

Reading Interventions will generate data and groups will be adjusted as needed.

Person or Persons Responsible

Intervention Teachers

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Reading Assessment

G6.B3 Students are not meeting proficiency due to low levels of comprehension due to early developmental stages of English language learning.

G6.B3.S1 Students who are identified as not proficient in the English Language are offered Title III tutoring before and after school.

Action Step 1

Identify and offer tutoring to students for English Language Learners.

Person or Persons Responsible

Tutors

Target Dates or Schedule

October 2013- February 2014

Evidence of Completion

Tutors keep logs of student attendance in tutoring sessions.

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

Title III tutoring

Person or Persons Responsible

Administration

Target Dates or Schedule

October 2013- February 2014

Evidence of Completion

Logs of student attendance

Plan to Monitor Effectiveness of G6.B3.S1

Title III tutoring program

Person or Persons Responsible

Administration

Target Dates or Schedule

October 2013- February 2014

Evidence of Completion

2014 FCAT Reading Assessment

G6.B4 Students are violating school board policies outlined in the student progression plan.

G6.B4.S1 Students will receive assistance for behavioral issues from school counseling and selected staff.

Action Step 1

At risk students will receive assistance within the school and will be referred to outside services if necessary.

Person or Persons Responsible

School counselor

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Documentation will be kept at school site.

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

Students will receive necessary counseling services

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Documentation will be kept current.

Plan to Monitor Effectiveness of G6.B4.S1

counselor and student services will keep abreast of students in need of assistance.

Person or Persons Responsible

Student services staff and administration.

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Documentation will be kept at school site.

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
Palm Lakes Elementary provides services to ensure students requiring additional remediation are assisted through after school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum coaches at Palm Lakes Elementary lead and evaluate school core content standards/program; identify and analyze existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive parental program and special support services to special needs population as Homeless, Migrant and Neglected or Delinquent students (as needed).
Title I, Part C
The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.
Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.
Title II
The district uses supplemental funds for improving basic education as follows:
• Training to certify qualified mentors for the New Teacher (MINT Program)
• Training for add-on endorsement programs, such as Reading, Gifted, and ESOL.
• Training and substitute release time for Profession Development Liaisons (PDL) at each school focusing on Professional Learning Communities (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.
Title III
• tutorial programs (K-12)
• parent outreach activities (K-12)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• purchase of supplemental 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 students (K-12, RFP Process)
Title X- Homeless
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• Project Upstart, Homeless Children & Youth Program assists 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 to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.

• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.

• Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.

• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

• Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI) N/A

Violence Prevention Programs

Palm Lakes will participate in the district's research based bullying program.

Nutrition Programs

1. Palm Lakes adheres to and implements the nutrition requirements stated in the District's Wellness Policy. We offer free breakfast to all interested students. Lunch is available for all students and is served by the food and nutrition staff at the school site. Many students benefit from free or reduced lunch.

2. The physical education department and classroom teachers teach nutrition education as per state statute. Additionally, school wide events are held to promote good nutrition throughout the year.

3. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy. Cafeteria staff prepare snacks for the YWCA, which provide the after school program.

Housing Programs

N/A

Head Start

N/A

Adult Education

Palm Lakes works in conjunction with Hialeah High school to offer ESOL and citizenship classes for adults at our school site.

Career and Technical Education

N/A

Job Training

N/A

Parental Involvement Program Description

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind (NCLB) and other referral services.

Increase parental engagement/involvement through developing (with ongoing parental input) our Title I School- Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/ activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc. with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM 6914 revised 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with the NCLB Section 1118.

Confidential "as needed services" will be provided to any students in the school in "homeless situations" as applicable.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. On the 2013 administration of the FCAT Reading Assessment, 53% of students achieved a proficiency score of 3 or higher. Our goal for the 2013 – 2014 school year is to increase the number of students achieving proficiency by 18 percentage points to 71%.

G1.B1 The area of deficiency as noted on the 2013 administration of the FCAT Reading Test for Subgroups not making AMO was Reporting Category 4- Informational Text/ Research Process. The students do not interpret graphical information (text features) e.g., graphics, legends, illustrations, diagrams, charts, keys, and locate, interpret, and organize information.

G1.B1.S1 Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students will describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts.

PD Opportunity 1

Administer Interim Assessments and 2014 FCAT Reading Assessment.

Facilitator

Pauline Ward Ivette Garcia

Participants

Reading Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Data Analysis and Results

G1.B2 The area of deficiency as noted on the 2013 administration of the FCAT Reading Test , for the FCAT 2.0 Level 3 subgroup was Reporting Category 4- Informational Text/ Research Process. The students do not interpret graphical information (text features) e.g., graphics, legends, illustrations, diagrams, charts, keys, and locate, interpret, and organize information.

G1.B2.S1 Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students will describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts.

PD Opportunity 1

Implement McGraw-Hill Wonders series

Facilitator

Pauline Ward Ivette Garcia

Participants

Reading Teachers

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Reading Assessment

G1.B3 The area of deficiency as noted on the 2013 administration of the FCAT Reading Test, for the FCAT 2.0 Level 4 and 5 students was Reporting Category 4- Informational Text/ Research Process. The students do not interpret graphical information (text features) e.g., graphics, legends, illustrations, diagrams, charts, keys, and locate, interpret, and organize information.

G1.B3.S1 Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students will describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts.

PD Opportunity 1

McGraw-Hill Wonders Series

Facilitator

Pauline Ward Ivette Garcia

Participants

Reading Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

2014 FCAT Reading Assessment

G1.B4 The area of deficiency as noted on the 2013 administration of the FCAT Reading Test , for the Learning Gains for all, was Reporting Category 2- Reading Application. The students do not utilize critical thinking strategies needed to formulate comparisons within and across texts.

G1.B4.S1 Students will read and comprehend complex literature and informational text independently and proficiently. Students will ask and answer questions referring explicitly to the text as the basis for the answers and identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students will also recognize the author's perspective in text. Students will focus on what the author thinks and feels and will identify main idea in text. Students will be able to identify causal relationships embedded in text. Students will be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Students will be provided practice in identifying topics and theme within texts.

PD Opportunity 1

Implement McGraw-Hill Wonders Series

Facilitator

Pauline Ward Ivette Garcia

Participants

Reading Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Results of 2014 FCAT Reading Assessment

G1.B5 The area of deficiency as noted on the 2013 administration of the FCAT Reading Test , for the Learning Gains lowest 25% was Reporting Category 2- Reading Application. The students do not utilize critical thinking strategies needed to formulate comparisons within and across texts.

G1.B5.S1 Students will read and comprehend complex literature and informational text independently and proficiently. Students will ask and answer questions referring explicitly to the text as the basis for the answers and identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students will also recognize the author's perspective in text. Students will focus on what the author thinks and feels and will identify main idea in text. Students will be able to identify causal relationships embedded in text. Students will be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Students will be provided practice in identifying topics and theme within texts.

PD Opportunity 1

Conduct classroom Walk Throughs and Observations.

Facilitator

Pauline Ward Ivette Garcia

Participants

Reading Teachers

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT Reading Assessment

G1.B6 The area of deficiency as noted on the 2013 administration of the FCAT Reading Test , for the CELLA Listening and Speaking, was Reporting Category 2- Reading Application. The students do not utilize critical thinking strategies needed to formulate comparisons within and across texts.

G1.B6.S1 Students will read and comprehend complex literature and informational text independently and proficiently. Students will ask and answer questions referring explicitly to the text as the basis for the answers and identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students will also recognize the author's perspective in text. Students will focus on what the author thinks and feels and will identify main idea in text. Students will be able to identify causal relationships embedded in text. Students will be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Students will be provided practice in identifying topics and theme within texts.

PD Opportunity 1

Administer Interim Assessments and 2014 FCAT Reading Assessment.

Facilitator

Pauline Ward Ivette Garcia

Participants

Literacy Leadership Team

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Data analysis and results

G1.B7 The area of deficiency as noted on the 2013 administration of the FCAT Reading Test , for the CELLA Reading, was Reporting Category 2- Reading Application. The students do not utilize critical thinking strategies needed to formulate comparisons within and across texts.

G1.B7.S1 Students will read and comprehend complex literature and informational text independently and proficiently. Students will ask and answer questions referring explicitly to the text as the basis for the answers and identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students will also recognize the author's perspective in text. Students will focus on what the author thinks and feels and will identify main idea in text. Students will be able to identify causal relationships embedded in text. Students will be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Students will be provided practice in identifying topics and theme within texts.

PD Opportunity 1

Administer Interim Assessments and 2014 FCAT Reading Assessment

Facilitator

Pauline Ward Ivette Garcia

Participants

Literacy Leadership Team

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Data analysis and results

G1.B8 The area of deficiency as noted on the 2013 administration of the FCAT Reading Test , for the CELLA Writing, was Reporting Category 2- Reading Application. The students do not utilize critical thinking strategies needed to formulate comparisons within and across texts.

G1.B8.S1 Students will read and comprehend complex literature and informational text independently and proficiently. Students will ask and answer questions referring explicitly to the text as the basis for the answers and identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students will also recognize the author's perspective in text. Students will focus on what the author thinks and feels and will identify main idea in text. Students will be able to identify causal relationships embedded in text. Students will be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Students will be provided practice in identifying topics and theme within texts.

PD Opportunity 1

Administer Interim Assessments and 2014 FCAT Reading assessment.

Facilitator

Pauline Ward Ivette Garcia

Participants

Literacy Leadership Team

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Data analysis and results

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 administration of the FCAT Reading Assessment, 53% of students achieved a proficiency score of 3 or higher. Our goal for the 2013 – 2014 school year is to increase the number of students achieving proficiency by 18 percentage points to 71%.	$52,700
G3.	The results of the 2013 FCAT Mathematics Test indicate that 56% of students achieved a proficiency score of 3 or higher. Our goal for the 2013-2014 school year is to increase the number of students achieving proficiency by 16 percentage points to 72%.	$500
G5.	Our goal is to increase the number of STEM-related experiences provided for students (e.g. science bee competitions; field trips; science fair)	$500
G6.	Our goal is to decrease the number of students exhibiting Early Warning Signs in all categories.	$10,500
	Total	$64,200

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Personnel	Other	Evidence-Based Program	Total
Title1	$2,700	$0	$0	$0	$2,700
Title I	$0	$50,000	$0	$0	$50,000
EESAC	$0	$0	$1,500	$0	$1,500
Title III federal funding.	$0	$0	$0	$10,000	$10,000
Total	$2,700	$50,000	$1,500	$10,000	$64,200

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

G1. On the 2013 administration of the FCAT Reading Assessment, 53% of students achieved a proficiency score of 3 or higher. Our goal for the 2013 – 2014 school year is to increase the number of students achieving proficiency by 18 percentage points to 71%.

G1.B1 The area of deficiency as noted on the 2013 administration of the FCAT Reading Test for Subgroups not making AMO was Reporting Category 4- Informational Text/ Research Process. The students do not interpret graphical information (text features) e.g., graphics, legends, illustrations, diagrams, charts, keys, and locate, interpret, and organize information.

G1.B1.S1 Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students will describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts.

Action Step 1

Administer Interim Assessments and 2014 FCAT Reading Assessment.

Resource Type

Professional Development

Resource

Training for Reading teachers in implementation of McGraw-Hill Series.

Funding Source

Title1

Amount Needed

$2,700

G1.B5 The area of deficiency as noted on the 2013 administration of the FCAT Reading Test , for the Learning Gains lowest 25% was Reporting Category 2- Reading Application. The students do not utilize critical thinking strategies needed to formulate comparisons within and across texts.

G1.B5.S1 Students will read and comprehend complex literature and informational text independently and proficiently. Students will ask and answer questions referring explicitly to the text as the basis for the answers and identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students will also recognize the author's perspective in text. Students will focus on what the author thinks and feels and will identify main idea in text. Students will be able to identify causal relationships embedded in text. Students will be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Students will be provided practice in identifying topics and theme within texts.

Action Step 1

Conduct classroom Walk Throughs and Observations.

Resource Type

Personnel

Resource

McGraw-Hill Reading Wonderworks hourly personnel.

Funding Source

Title I

Amount Needed

$50,000

G3. The results of the 2013 FCAT Mathematics Test indicate that 56% of students achieved a proficiency score of 3 or higher. Our goal for the 2013-2014 school year is to increase the number of students achieving proficiency by 16 percentage points to 72%.

G3.B1 The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Assessment in subgroups not making AMO was Geometry and Measurement.This deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.

G3.B1.S1 Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and three-dimensional shapes/objects.

Action Step 1

Implement Go Math Common Core Series.

Resource Type

Other

Resource

Student incentives

Funding Source

EESAC

Amount Needed

$500

G5. Our goal is to increase the number of STEM-related experiences provided for students (e.g. science bee competitions; field trips; science fair)

G5.B1 Students were not provided with sufficient opportunities to participate in STEM related activities.

G5.B1.S1 Increase STEM-related experiences provided for students including district Science Fair competition participation, Science Bee, Fairchild Challenge, and Field trips related to STEM.

Action Step 1

STEM activities

Resource Type

Other

Resource

Student incentives

Funding Source

EESAC

Amount Needed

$500

G6. Our goal is to decrease the number of students exhibiting Early Warning Signs in all categories.

G6.B2 Students are being retained through the FCAT Reading Assessment in 3rd grade due to the state's criteria for promotion not being met.

G6.B2.S1 Interventions in reading will be in place for students at risk.

Action Step 1

Reading Intervention program will be implemented with fidelity.

Resource Type

Other

Resource

Student incentives

Funding Source

EESAC

Amount Needed

$500

G6.B3 Students are not meeting proficiency due to low levels of comprehension due to early developmental stages of English language learning.

G6.B3.S1 Students who are identified as not proficient in the English Language are offered Title III tutoring before and after school.

Action Step 1

Identify and offer tutoring to students for English Language Learners.

Resource Type

Evidence-Based Program

Resource

Before and after school program for tutoring.

Funding Source

Title III federal funding.

Amount Needed

$10,000