



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Norma Butler Bossard Elementary School

15950 SW 144TH ST

Miami, FL 33196

305-254-5200

<http://bossard.dadeschools.net>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 63%
Alternative/ESE Center No	Charter School No	Minority Rate 93%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Norma Butler Bossard Elementary School

Principal

Eileen W. Medina

School Advisory Council chair

Lisbet Gonzalez

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

Name	Title
Eileen W. Medina	Principal
Lorena Somohano	Assistant Principal
Marie Orth-Sanchez	Assistant Principal
Amie Varona-Perez	Reading Curriculum Leader
Dana Stephens	Kindergarten Curriculum Leader
Aida Heredia	First Grade Curriculum Leader
Jaynie Lopez	Second Grade Curriculum Leader
Ana Henao	Third Grade Curriculum Leader
Janet Renteria	Fourth Grade Curriculum Leader
Cynthia Herrera	Fifth Grade Curriculum Leader
Nancy Castedo-Parra	SPED/Special Areas Curriculum Leader
Julia Marin	Bilingual Curriculum Leader
Ariana Fajardo	Math Liaison
Kira Korallis	Science Liaison
Ryan Adams-Barton	Counselor Grades 3-5
Maria Rodriguez	Counselor Grades PreK-2
Eleonora Fleitas	Media Specialist
Denise Alcolea	Microsystems Tech Specialist
Lisbet Gonzalez	EESAC Chairperson
Maria Robinson	UTD Steward

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

Include each position title and the number of people in that position (i.e.: principal -1, UTD steward – 1, teachers – 5, parents – 6, educational support, student – 1, BCR – 3.....)

Thee EESAC (Educational Excellence School Advisory Council) is composed of the principal and an appropriately balanced number of teachers, education support employees, parents and other business and community citizens who are representative of the ethnic, racial , and economic community served by the school. These include: Principal-1, UTD Steward-1, Teachers – 5, Educational Support-1, Parents-7, Students-1, and Business/Community Representative-3

Involvement of the SAC in the development of the SIP

A variety of stakeholders participate in the writing of the School Improvement Plan. Additionally, the SAC reviews, edits, and approves the School Improvement Plan.

Activities of the SAC for the upcoming school year

The School Advisory Council meets monthly to evaluate data and student progress, as well as, develop and monitor the implementation of the School Improvement Plan. The SAC also determines the instructional needs of the student body and faculty. Community involvement is promoted by including members of the community as stakeholders.

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

Purchase materials to enhance student achievement, such as planners to facilitate organization and Take Home Tuesday Folders to maintain an open communication between home and school. Additional supplemental materials will be purchased on a needs basis.

Take Home Tuesday Folders: \$1200.00

Student Planners: \$1300.00

Brain Pop: \$500.00

Accelerated Reader: \$1730.00

Toner & Paper: \$1297.00

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

Not Applicable

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Eileen W. Medina

Principal

Years as Administrator: 15

Years at Current School: 5

Credentials

Elementary Education
 English for Speakers of Other Languages (ESOL)
 Primary Education
 Educational Leadership

Performance Record

2013 – School Grade B
 Rdg. Proficiency, 68%
 Math Proficiency, 70%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 59points
 Rdg. Imp. of Lowest 25% -
 66 points
 Math Imp. of Lowest 25% -
 54 points
 Rdg. AMO –No
 Math AMO–No
 2012 –School Grade A
 Rdg. Proficiency, 71%
 Math Proficiency, 74%
 Rdg. Lrg. Gains, 73 points
 Math Lrg. Gains, 64points
 Rdg. Imp. of Lowest 25% -
 76 points
 Math Imp. of Lowest 25% -
 58 points
 Rdg. AMO –No
 Math AMO–No
 2011-School Grade A
 High Standards Rdg-87
 High Standards Math-88
 Learning Gains Rdg-74
 Learning Gains Math-76
 Gains-R-25-76
 Gains-M-25-58
 2010-School Grade A
 High Standards Rdg-87
 High Standards Math-90
 Learning Gains Rdg-73
 Learning Gains Math-75
 Gains-R-25-69
 Gains-M-25-78
 2009-School Grade A
 High Standards Rdg-75
 High Standards Math-66
 Learning Gains Rdg-71
 Learning Gains Math-58
 Gains-R-25-65
 Gains-M-25-74

Lorena Somohano

Asst Principal

Years as Administrator: 7

Years at Current School: 6

Credentials

Specific Learning Disabilities
Educational Leadership

2013 – School Grade B
Rdg. Proficiency, 68%
Math Proficiency, 70%
Rdg. Lrg. Gains, 69 points
Math Lrg. Gains, 59points
Rdg. Imp. of Lowest 25% -
66 points
Math Imp. of Lowest 25% -
54 points
Rdg. AMO –No
Math AMO–No
2012 –School Grade A
Rdg. Proficiency, 71%
Math Proficiency, 74%
Rdg. Lrg. Gains, 73 points
Math Lrg. Gains, 64points
Rdg. Imp. of Lowest 25% -
76 points
Math Imp. of Lowest 25% -
58 points
Rdg. AMO –No
Math AMO–No

Performance Record

2011-School Grade A
High Standards Rdg-87
High Standards Math-88
Learning Gains Rdg-74
Learning Gains Math-76
Gains-R-25-76
Gains-M-25-58
2010-School Grade A
High Standards Rdg-87
High Standards Math-90
Learning Gains Rdg-73
Learning Gains Math-75
Gains-R-25-69
Gains-M-25-78
2009-School Grade A
High Standards Rdg-75
High Standards Math-66
Learning Gains Rdg-71
Learning Gains Math-58
Gains-R-25-65
Gains-M-25-74

Marie Orth-Sanchez

Asst Principal

Years as Administrator: 4

Years at Current School: 4

Credentials

English
 English for Speakers of Other Languages (ESOL)
 Gifted
 Educational Leadership

Performance Record

2013 – School Grade B
 Rdg. Proficiency, 68%
 Math Proficiency, 70%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 59points
 Rdg. Imp. of Lowest 25% -
 66 points
 Math Imp. of Lowest 25% -
 54 points
 Rdg. AMO –No
 Math AMO–No
 2012 –School Grade A
 Rdg. Proficiency, 71%
 Math Proficiency, 74%
 Rdg. Lrg. Gains, 73 points
 Math Lrg. Gains, 64points
 Rdg. Imp. of Lowest 25% -
 76 points
 Math Imp. of Lowest 25% -
 58 points
 Rdg. AMO –No
 Math AMO–No
 2011-School Grade A
 High Standards Rdg-87
 High Standards Math-88
 Learning Gains Rdg-74
 Learning Gains Math-76
 Gains-R-25-No
 Gains-M-25-No
 2010-School Grade A
 High Standards Rdg-87
 High Standards Math-90
 Learning Gains Rdg-73
 Learning Gains Math-75
 Gains-R-25-69
 Gains-M-25-78
 2009-School Grade A
 High Standards Rdg-75
 High Standards Math-66
 Learning Gains Rdg-71
 Learning Gains Math-58
 Gains-R-25-65
 Gains-M-25-74

Instructional Coaches**# of instructional coaches**

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials**Performance Record****Classroom Teachers****# of classroom teachers**

89

receiving effective rating or higher

89, 100%

Highly Qualified Teachers

65%

certified in-field

89, 100%

ESOL endorsed

73, 82%

reading endorsed

10, 11%

with advanced degrees

43, 48%

National Board Certified

3, 3%

first-year teachers

2, 2%

with 1-5 years of experience

5, 6%

with 6-14 years of experience

68, 76%

with 15 or more years of experience

14, 16%

Education Paraprofessionals

of paraprofessionals

1

Highly Qualified

1, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Provide Professional Development to teachers in identified areas of need and include time for teachers to implement what they have learned. Person responsible: Cynthia Herrera
2. Implement Professional Learning Communities in which teachers share best practices, interpret results of tests, accommodate diverse students' learning needs, and address areas of concern. Person responsible: Cynthia Herrera
3. Implement collaborative planning whereupon teachers plan lessons and teacher made assessments; examine student work; examine teacher work; and plan, use, and evaluate instructional practices. Persons responsible: Dana Stephens, Jaynie Lopez, Ana Henao, Janet Rentiera, Cynthia Herrera, Nancy Castedo-Parra, and Julia Marin
4. Utilize the Mentoring and Induction for New Teachers (MINT) program, the teachers' preparation programs, to provide more training in areas in which teachers feel their skills are weakest. Person responsible: Eileen W. Medina

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

Mentee: Andrea Conceicao Mentor: Aida Heredia
 Mentee: Iramis Romero Mentor: Jaynie Lopez
 Mentee: Tonya Schemel-Hidalgo Mentor: Giovanni Magnani
 Mentee: Elizabeth Zamora Mentor: Maria Robinson
 Mentee: Laura Jonez Mentor: Maxine Rawls
 Rationale for Pairing: Mentors have a rich and successful background in the mentee's grade level. Mentors are effective educators that are successful in attaining student achievement.
 Planned Mentoring Activities: Review student data and identify student needs to plan for effective instruction. Plan for the implementation of Differentiated Instruction.

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

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

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

The MTSS Leadership team will:

- Monitor and adjust the school's academic and behavioral goals through data gathering and analysis
- Monitor the fidelity of the delivery of instruction and intervention
- Provide levels of support and interventions to students and teachers based on data

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

- Eileen Wood Medina, Principal- Monitor academic and behavior data and assist in monitoring and responding to the needs of subgroups
- Lorena Somohano, Assistant Principal- Monitor academic and behavior data and assist in monitoring and responding to the needs of subgroups
- Lena Orth-Sanchez, Assistant Principal- Monitor academic and behavior data and assist in monitoring and responding to the needs of subgroups
- Amie Varona-Perez, Reading Curriculum Leader- Gather and analyze data to determine PD for faculty, assist in monitoring and responding to the needs of subgroups, and monitor the effectiveness of interventions being implemented
- Dana Stephens, Kindergarten Curriculum Leader- assist in monitoring and responding to the needs of subgroups
- Aida Heredia, First Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups
- Jaynie Lopez, Second Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups
- Ana Henao, Third Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups
- Janet Renteria, Fourth Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups
- Cynthia Herrera, Fifth Grade Curriculum Leader/PD Liaison- assist in monitoring and responding to the needs of subgroups and organize professional development for teachers based on student needs.
- Nancy Castedo-Parra- SPED/Special Areas Curriculum Leader- assist in monitoring and responding to the needs of subgroups and special education students
- Julia Marin - conduct LEP committee meetings for ELL students
- Ryan Adams-Barton and Maria Rodriguez Counselors- Monitor behavior data and student attendance
- Ariana Fajardo- Math Liaison- Gather and analyze data to determine PD for faculty
- Kira Korallis- Science Liaison- Gather and analyze data to determine PD for faculty
- Eleonora Fleitas- Media Specialist- Assist in providing teachers and students with supplemental resources
- Denise Alcolea-Microsystems Tech Specialist- ensure appropriate software is available for the implementation of technology and on line interventions and resources

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

The leadership team will meet monthly to monitor and adjust the school's academic and behavioral goals through data gathering analysis, monitor the fidelity of the delivery of instruction and intervention, and provide levels of support and interventions to students based on data. Administration, teachers and support staff will analyze data to provide students with necessary academic/behavioral interventions. Student data in the interventions will be gathered and analyzed to monitor student progress. The MTSS team will make decisions to ensure students' needs are met in an effective manner.

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

Using Edusoft, Excel, PMRN, and VPort managed data for academic and behavior progress will include various assessments. Academic assessments include FAIR assessments (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools), STAR Reading Assessment, Oral Reading Fluency Measures, Success Maker Utilization and Progress Reports, Voyager Checkpoints , Baseline and Interim Assessments, District Pre/Post tests and Quarterly Assessments, FCAT 2.0, SAT, CELLA, student grades, and school site specific assessments. Behavior progress will be monitored through Student Case Management System, detentions, suspensions, and attendance. Additionally, student behaviors will be monitored through, Functional Assessment of Behavior (FAB), Behavior Intervention Plan (BIP), behavior modification charts and anecdotal observations.

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

Administration, teachers, and support staff will be trained on MTSS using the MTSS Training Module online, available through MDCPS professional development, and in PD's at school site. The MTSS team will also evaluate additional staff PD needs during the monthly MTSS Leadership Team meetings. Parents will be informed of the MTSS and its responsibilities and will be invited to all meetings that relate to their individual students.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 0

The implementation of SuccessMaker will be offered to those “bubble students” who do not receive interventions throughout the school day. The technology based program serves as an intervention and an enrichment program. Success Maker meets the individual needs of each student as identified in the Initial Placement component of the program.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Data is collected by the teachers on a monthly basis and reviewed to ensure progress is being demonstrated for each student. Acceptable student progress is demonstrated as students show gains from their initial placement level at the start of the program.

Who is responsible for monitoring implementation of this strategy?

Administrators
 Eileen Wood Medina-Principal
 Marie “Lena” Orth-Sanchez-Assistant Principal
 Lorena Somohano- Assistant Principal
 - Reading Curriculum Leader
 Amie Varona-Perez
 - Curriculum Leaders for grades K-5
 Grade 3 – Ana Henao
 Grade 4 – Janet Renteria
 Grade 5 – Cynthia Herrera
 - Curriculum Leaders for ESOL and SPED
 ESOL – Julia Marin SPED –Nancy Castedo-Parra

Literacy Leadership Team (LLT)

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

Name	Title
Eileen W. Medina	Principal
Lorena Somohano	Assistant Principal
Marie Orth-Sanchez	Assistant Principal
Amie Varona-Perez	Reading Curriculum Leader
Dana Stephens	Kindergarten Curriculum Leader
Aida Heredia	First Grade Curriculum Leader
Jaynie Lopez	Second Grade Curriculum Leader
Ana Henao	Third Grade Curriculum Leader

Name	Title
Janet Renteria	Fourth Grade Curriculum Leader
Cynthia Herrera	Fifth Grade Curriculum Leader
Julia Marin	ESOL Curriculum Leader
Nancy Castedo-Parra	SPED Curriculum Leader
Ariana Heredia	Mathematics Liaison
Kira Korallis	Science Liaison
Eleonora Fleitas	Media Specialist

How the school-based LLT functions

Our Literacy Leadership Team will meet monthly or on an as -needed basis to:

- Create a literacy foundation to sustain success.
- Assemble a working system to promote positive change.
- Utilize scaffolds to expand success.
- Provide a support system to build capacity and to sustain professional learning with the focus on improving student learning.
- Work collaboratively to investigate and seek solutions to issues of student learning and professional learning.

Administrators will:

- Lead a literacy leadership team and develop a school literacy plan across all content areas.
- Analyze, organize, and disseminate student data.
- Take action using student achievement data.
- Support teachers in making instructional changes to improve literacy.
- Monitor instruction and provide feedback to teachers.

Reading Curriculum Leader will:

- Analyze student data to monitor literacy progress.
- Actively promote the process of literacy in classrooms.
- Remain current on scientifically based reading research
- Be willing and available to advise and assist teachers in assessing student needs and appropriate teaching strategies to improve skills.
- Along with the Media Specialist, maintain a professional library of literacy materials available for school use.
- Assist the Principal in leading the school literacy leadership team.
- Assist the Principal in leading the development and implementation of school literacy plan.

Curriculum Leaders/Teachers will:

- Work with teachers to develop teaching plans that reflect nonnegotiable expectations for daily practice.
- Use appropriate assessment to guide practice.
- Participate in professional development and facilitate Professional Learning Communities (PLC's)

Communities (PLC's)

- Communicate positively about literacy learning across content areas.
- Engage parents in literacy learning.
- Model the love of reading.

Media Specialist will:

- Order appropriate materials, including bilingual materials.
- Provide accessibility to students.
- Recommend and help select age-appropriate/reading level appropriate materials to students.
- Along with the Reading Curriculum Leader, maintain a professional library of literacy materials available

for school use.

- Support teachers and students through an effective implementation of the Accelerated Reader program
- Model the love of reading.

Major initiatives of the LLT

Set up an effective literacy leadership team.

- Develop and implement a school-wide literacy plan.
- Create a positive atmosphere and high expectations for literacy learning across all content areas.
- Ensure a scientific, research-based reading intervention for the lowest 25%, including appropriate personnel, professional development, materials, technology, and time.
- Provide enrichment literacy based activities to maintain and increase academic achievement

Every Teacher Contributes to Reading Instruction

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

- Analyze individual classroom data
- Utilize data for differentiated instruction
- Grade level planning
- Provide enrichment/tutoring before and after school
- Attend professional development
- Attend professional learning communities
- Incorporate Reading best practices into Science, Social Studies, and Math instruction

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

Kindergarten orientation is held on the Friday before the start of school. This year orientation will be held on August 17, 2013. Students and parents are encouraged to attend the orientation where they attain essential information as it pertains to their new school and the Kindergarten curriculum. Parents/Guardians and students are then given the opportunity to meet the Kindergarten teacher and visit their new classroom. Additionally, Open House will be held on August 28, 2013 where parents will receive additional information related to Kindergarten and the curriculum. Parents are encouraged to become approved volunteers and PTA members to support the many school wide initiatives that take place throughout the school year. Parents also receive assistance completing lunch applications and specific directions on accessing the Parent/Student portal.

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	75%	68%	No	78%
American Indian				
Asian	78%	79%	Yes	80%
Black/African American	75%	52%	No	78%
Hispanic	74%	67%	No	77%
White	85%	83%	Yes	87%
English language learners	59%	55%	No	63%
Students with disabilities	37%	25%	No	43%
Economically disadvantaged	70%	61%	No	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	165	25%	27%
Students scoring at or above Achievement Level 4	276	42%	43%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		69%	72%
Students in lowest 25% making learning gains (FCAT 2.0)		66%	69%

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)	268	76%	78%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	114	32%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	124	35%	42%

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	138	68%	71%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	70%	No	81%
American Indian		0%		
Asian	88%	71%	No	90%
Black/African American	70%	44%	No	73%
Hispanic	78%	71%	No	80%
White	85%	75%	No	87%
English language learners	68%	66%	No	72%
Students with disabilities	53%	41%	No	58%
Economically disadvantaged	73%	66%	No	76%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	206	31%	33%
Students scoring at or above Achievement Level 4	255	39%	40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		59%	63%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		54%	59%

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	76	34%	37%
Students scoring at or above Achievement Level 4	45	20%	21%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		
Participation in STEM-related experiences provided for students	50		

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	83	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	29	2%	1%
Students who are not proficient in reading by third grade	76	33%	30%
Students who receive two or more behavior referrals	208	16%	15%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	10	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

To increase parents' knowledge and understanding of available resources and materials, as well as, limited comprehension of available resources and materials due to limited English proficiency.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Percent of parents who participated in parent engagement opportunities as they relate to school improvement initiatives.	1315	53%	55%
Percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities.		%	%

Goals Summary

- G1.** 2013 FCAT 2.0 Reading data indicates that 68% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3 or above to 78%.
- G2.** 2013 FCAT Writing data indicates 68% of the students scored 3.5 or above. Our goal is to increase the percentage of 4th grade students scoring 3.5 or above on the FCAT 2.0 to 71 %.
- G3.** 2013 FCAT 2.0 Mathematics indicates 70% of students scored a level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 3 or above to 81%.
- G4.** 2013 FCAT 2.0 Science indicates 54% of the students scored a level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 3 or above to 58%.
- G5.** Our goal for the 2013-2014 school year is to increase the level of student participation in the STEM club from 25 students to 50 students.
- G6.** Our goal for the 2013-2014 school year is to identify the students at risk and provide early interventions for the students.
- G7.** Our goal for the 2013-2014 is to increase the percentage of parents participating in school activities from 41% to 43% according to participation logs.

Goals Detail

G1. 2013 FCAT 2.0 Reading data indicates that 68% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3 or above to 78%.

Targets Supported

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

Resources Available to Support the Goal

- Professional Development
- Professional Learning Communities
- McGraw Hill Wonders Reading Series
- McGraw Hill Wonder Works
- Reading Plus
- Success Maker
- Professional Development
- Waterford Early Reading Program

Targeted Barriers to Achieving the Goal

- Results from the 2013 FCAT 2.0 Reading indicate 52% of students in the Black subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the Black subgroup making satisfactory progress to 78%. The students demonstrate a weakness in reading and comprehending complex text.
- Results from the 2013 FCAT 2.0 Reading indicate 67% of students in the Hispanic subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the Hispanic subgroup making satisfactory progress to 77%. The students demonstrate a weakness in the ability to read and comprehend complex text.
- Results from the 2013 FCAT 2.0 Reading indicate 55% of students in the ELL subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the ELL subgroup making satisfactory progress to 63%. The students demonstrate a weakness in comprehending complex vocabulary due to a limited English language base.
- Results from the 2013 FCAT 2.0 Reading indicate 25% of students in the SWD subgroup are making satisfactory progress. However, 12% of the SWD subgroup did not meet the AMO target of 37% of the students making satisfactory progress. The students demonstrate a weakness in the ability to read and comprehend on grade level text. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the SWD subgroup making satisfactory progress to 43%.
- Results from the 2013 FCAT 2.0 Reading indicate 61% of students in the ED subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the ED subgroup making satisfactory progress to 73%. The students demonstrate a weakness in the ability to read and comprehend complex text.
- Results from the 2013 FCAT 2.0 Reading indicate 25% of the students scored a Level 3. Performance data shows a deficiency in Reporting Category 2, Reading Application. Students demonstrate a weakness in the ability to read and understand Author's Purpose and

Perspective, as well as, identifying main idea/message, relevant details and chronological order. Additionally, the students demonstrate a weakness in identifying cause and effect relationships, theme/topic, text structures, and comparing and contrasting elements, characters, settings, events and problems. Our goal for 2013-2014 school year is to increase the percentage of students scoring a Level 3 to 27%.

- Results from the 2013 FCAT 2.0 Reading indicate 42% of the students scored a Level 4 and 5. Performance data shows a deficiency in Reporting Category 4, Informational Text and Research Process. Students demonstrate a weakness in the ability to read and comprehend complex text across multiple genres. Our goal for the 2013-2014 school year is to increase the percentage of student scoring a Level 4 and 5 to 43%.
- Results from the 2013 FCAT 2.0 Reading indicate 69% of students made learning gains. The percentage of students making learning gains decreased by four percentage points.. Students demonstrate limited ability to read, analyze, and comprehend appropriate grade-level complex text. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains to 72%.
- Results from the 2013 FCAT 2.0 Reading indicate 66% of the students in the Lowest 25% made learning gains. The number of students in the Lowest 25% making learning gains decreased by 10 percentage points. Students did not demonstrate a year's academic growth in the assigned interventions. Our goal for the 2013-2014 school year is to increase the percentage of students in the Lowest 25% making learning gains to 69%.
- The results 2013 CELLA Listening/Speaking portion indicate that 78% of students achieved proficiency. The factors that played a negative role in strategy acquisition include a lack of dominance in the English language. Our goal for the 2013-2014 school year is to increase the number of students achieving proficiency to 78%.
- The results 2013 CELLA Reading portion indicate that 32% of the students achieved proficiency. The factors that played a negative role in reading proficiency is lack of fluency and reading comprehension. Challenges in this area involve a lack of English language base including grammar and vocabulary which hinder students from grasping meaning in reading. Our goal for the 2013-2014 school year is to increase the number of students achieving proficiency to 39%.
- The results 2013 CELLA Writing portion indicate that 35% of students achieved proficiency. The composing process may be laborious as the students struggle to use complex grammar and vocabulary to make their writing more sophisticated. Our goal for the 2013-2014 school year is to increase the number of students achieving proficiency to 42%.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and FCAT 2.0

Person or Persons Responsible

MTSS/RtI Teams

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Baseline Assessment, Interim Assessments, FAIR, Weekly teacher generated assessments, Computer assisted reports from FCAT Explorer, Success Maker, and Reading Plus Summative:2014 FCAT 2.0.

G2. 2013 FCAT Writing data indicates 68% of the students scored 3.5 or above. Our goal is to increase the percentage of 4th grade students scoring 3.5 or above on the FCAT 2.0 to 71 %.

Targets Supported

- Writing

Resources Available to Support the Goal

- Professional Development
- Best Practices
- Professional Learning Communities
- Reading Plus Writing component
- Anchor Papers
- McGraw Hill Wonders

Targeted Barriers to Achieving the Goal

- An analysis of the 2013 FCAT writing indicated the areas of deficiency were elaboration and conventions.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from District Assessments and FCAT 2.0

Person or Persons Responsible

MTSS/RtI Teams

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Monthly Writing Assessments, Baseline and Mid-Year District Writing Assessment
Summative: Results from the 2014 FCAT Writing Assessment

G3. 2013 FCAT 2.0 Mathematics indicates 70% of students scored a level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 3 or above to 81%.

Targets Supported

Resources Available to Support the Goal

- Go Math Series/Think Central
- Gizmos
- MegaMath
- SuccessMaker
- SumDog
- Brain Pop

Targeted Barriers to Achieving the Goal

- Results of the 2013 Mathematics FCAT 2.0 indicate that, 71% of students in the Asian subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percent of students making satisfactory progress in the Asian subgroup to 90%. Students demonstrate a weakness in the ability to solve complex word problems.
- Results of the 2013 FCAT 2.0 Mathematics indicate that 44% of students in the Black subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percent of students making satisfactory progress in the Black subgroup to 73%. Students demonstrate a weakness in the ability to solve complex word problems.
- Results of the 2013 FCAT 2.0 Mathematics indicate, 71% of students in the Hispanic subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percent of students making satisfactory progress in the Hispanic subgroup to 80%. Students demonstrate a weakness in the ability to solve complex word problems.
- Results of the 2013 Mathematics FCAT 2.0 indicate that, 75% of students in the White subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percent of students making satisfactory progress in the White subgroup to 87%. Students demonstrate a weakness in the ability to solve complex word problems.
- Results of the 2013 FCAT 2.0 Mathematics indicate that 66% of students in the ELL subgroup are making satisfactory progress. . Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percent of students making satisfactory progress in the ELL subgroup to 72%. Students demonstrate a weakness in the ability to solve complex word problems
- Results of the 2013 FCAT 2.0 Mathematics indicate that 41% of the students in in the Students with Disabilities (SWD) subgroup are making satisfactory gains Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percent of the students making satisfactory progress in the Students with Disabilities Subgroup to 58%. Students demonstrate a weakness in the ability to solve complex word problems.
- Results of the 2013 FCAT 2.0 Mathematics indicate that, 66% of students in the ED subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percent of students making

satisfactory progress in the ED subgroup to 76%. Students demonstrate a weakness in the ability to solve complex word problems.

- Results of the FCAT 2.0 Mathematics indicate 31% of the students scored Level 3. Our goal for the 2013-2014 school year is to increase the number of students scoring Level 3 to 33%. Performance data shows three areas of growth that are being targeted this year. The first area of deficiency is number, operations. Students demonstrate a weakness in problem solving proficiency in the areas of multiplication and division. The second area of deficiency is problem and statistics and fractions. Also, students demonstrate a weakness to relate halves, fourths, tenths, and hundredths to percents, and vice versa. The last area of deficiency is geometry and measurement. Students demonstrate a weakness in interpreting data on various types of graphs. Students demonstrate a weakness in deriving and applying formulas for area.
- Results of the FCAT 2.0 Mathematics indicate 39% of the students scored Level 4 or Level 5. Performance data shows that students who scored a level 4 or level 5 had three areas of deficiency. The first are is Number: Operations. Students demonstrate a weakness in the ability to apply the inverse property. The second area of deficiency is Probability, Statistics. Students demonstrate a weakness in the ability to describe rules for a pattern. Students demonstrate a weakness in the ability to determine meaning of numbers. Students demonstrate a weakness to describe or generalize an algebraic rule or numeric pattern. The last area of deficiency is Number: Base Ten and Fractions, and Geometry and Measurement. Students demonstrate a weakness in the ability to determine volume and surface area. Students demonstrate a weakness in the ability to convert units of measures within the same dimension to solve problems. Our goal for the 2013-2014 school year is to increase the number of students scoring Level 4 and Level 5 to 40%.
- Results of the 2013 FCAT 2.0 Mathematics indicate 59% of the students made learning gains. The percentage of students making learning decreased by five percentage points. The decrease indicates that students are not making appropriate learning gains. Students are provided limited opportunities to work with high complexity word problems that require the appropriate use of the Mathematical Practices of the Common Core. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains to 63%
- Results of the 2013 FCAT 2.0 Mathematics indicate 54% of the number of students in the Lowest 25% made learning gains. The percentage of students in the Lowest 25% making learning gains decreased by four percentage points. The decrease demonstrates that students are not making appropriate learning gains. The deficiency would be due to the lack of time allotted to work in small groups with students in the Lowest 25%. The deficiency would also be due to the students' lack of understanding how to model mathematical operations and demonstrate students' lack of mathematical fluency basic mathematical operations.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data Interim and FCAT 2.0

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Monthly assessments and District Interim Data Reports. Summative: Results from the 2014 FCAT 2.0 Mathematics assessment.

G4. 2013 FCAT 2.0 Science indicates 54% of the students scored a level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 3 or above to 58%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Brain Pop
- AIMS (Teacher Resource Book)
- Scott Foresman Science
- Gizmos
- SRA: Snapshot Science Video
- Lab Supplies

Targeted Barriers to Achieving the Goal

- Results of the 2013 FCAT 2.0 Science indicate 34% of the students scored a Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3 to 37%. The performance data demonstrates a deficiency in the area of Nature of Science. Students need additional opportunities to investigate the Nature of Science through development and design of science and engineering projects to increase scientific thinking. Additionally, students need to be provided with activities that allow for the implementation of inquiry-based activities in Nature of Science.
- Results of the 2013 FCAT 2.0 Science indicate 20% of the students scored a Level 4 and Level 5. Our goal for the 2013-2014 school year is to increase the number of students scoring Level 4 and Level 5 to 21%. The performance data demonstrates there is a deficiency in the area of Nature of Science. Students need additional opportunities for inquiry-based activities that allow for testing of hypotheses, data, analysis, explanation of variables and experimental design in Nature of Science.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data Interim and FCAT 2.0

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Monthly assessments and District Interim Data Reports. Summative: Results from the 2014 FCAT 2.0 Mathematics assessment

G5. Our goal for the 2013-2014 school year is to increase the level of student participation in the STEM club from 25 students to 50 students.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Participation of STEM related activities is limited due to the lack of personnel available to be STEM coordinators.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data Interim and FCAT 2.0

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Monthly assessments and District Interim Data Reports. Summative: Results from the 2014 FCAT 2.0 Science assessment

G6. Our goal for the 2013-2014 school year is to identify the students at risk and provide early interventions for the students.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Attendance and behavior incentives, Accelerated Reader

Targeted Barriers to Achieving the Goal

- Students who have a high number of absences affects overall academic success including lack of proficiency in reading. In the 2012-2013 school year six percent of our students missed 10% or more of available instructional time. Our goal for the 2013 - 2014 school year is to decrease the number students who missed 10% or more of available instructional time to five percent.
- Students who are reading significantly below grade level can not be promoted to the next grade level. Two percent of k-5 students were retained in the 2012-2013 school year. Our goal for the 2013-2014 school year is to decrease the number of students who are retained to one percent..
- Students who are reading below grade level are having difficulty meeting mastery on the Reading FCAT 2.0. For the 2012-2013 33% of our students are not proficient in reading. Our goal for the 2013-2014 school year is to decrease the number of students not proficient in reading to 30%.
- Students who receive two or more behavioral referrals are at risk of poor academic success. In 2012-2013, 16% of our students received two or more behavioral referrals. Our goal for the 2013-2014 school year is to decrease the number of students who receive two or more behavioral referrals to 15%. Also, behavioral referrals that lead to suspension limit the amount of instruction provided to students. In 2012-2013, one percent of our students received behavioral referrals that lead to suspension. Our goal is to maintain this percentage.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data Interim and FCAT 2.0

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Monthly assessments and District Interim Data Reports. Summative: Results from the 2014 FCAT 2.0 Mathematics assessment.

G7. Our goal for the 2013-2014 is to increase the percentage of parents participating in school activities from 41% to 43% according to participation logs.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Parent Resource Center, Parent Liaison, Parent Academies, Parent Information Meetings

Targeted Barriers to Achieving the Goal

- Parents have limited knowledge and understanding of available resources and materials due to limited English proficiency.
- Parents have limited knowledge and understanding of school wide programs.
- Parents are not aware of their children's academic expectations due to lack of communication with their child's teacher.

Plan to Monitor Progress Toward the Goal

Review the sign-in sheets/logs to determine the number of parents attending workshops.

Person or Persons Responsible

Administration, parent liaison

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Sign-in sheets

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. 2013 FCAT 2.0 Reading data indicates that 68% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3 or above to 78%.

G1.B1 Results from the 2013 FCAT 2.0 Reading indicate 52% of students in the Black subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the Black subgroup making satisfactory progress to 78%. The students demonstrate a weakness in reading and comprehending complex text.

G1.B1.S1 Provide students with the opportunity to read and comprehend literature and informational text at the high end of the grade level complexity band.

Action Step 1

Increase the rigor of instruction for the implementation of the NGSSS and Common Core Standards. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency. Utilize Wonder Works as Intervention for 30 minutes daily

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

Classroom Walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-through Logs

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model, the Reading Curriculum Leader and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment. Monitor the effectiveness of interventions and remediation biweekly. Additionally, review reports of District Baseline Assessment, Interim Assessment, and FAIR data to monitor the progress of the students in the Black subgroup

Person or Persons Responsible

LLT

Target Dates or Schedule

Biweekly

Evidence of Completion

Formative: Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments
Computer assisted reports from FCAT Explorer, Success Maker, and Reading Plus Summative: 2014 FCAT 2.0

G1.B2 Results from the 2013 FCAT 2.0 Reading indicate 67% of students in the Hispanic subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the Hispanic subgroup making satisfactory progress to 77%. The students demonstrate a weakness in the ability to read and comprehend complex text.

G1.B2.S1 Provide students with the opportunity to read and comprehend literature and informational text at the high end of the complexity band

Action Step 1

Increase the rigor of instruction for the implementation of Common Core Standards. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency. Utilize Wonder Works as Intervention for 30 minutes daily.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments including benchmarks

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

Classroom Walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-through Log

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, the Reading Curriculum Leader and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment. Monitor the effectiveness of interventions and remediation biweekly. Additionally, review reports of District Baseline Assessment, Interim Assessment, and FAIR data to monitor the progress of the students in the Hispanic subgroup.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative: Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments
Computer assisted reports from FCAT Explorer, Success Maker, and Reading Plus Summative: 2014
FCAT 2.0

G1.B3 Results from the 2013 FCAT 2.0 Reading indicate 55% of students in the ELL subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the ELL subgroup making satisfactory progress to 63%. The students demonstrate a weakness in comprehending complex vocabulary due to a limited English language base.

G1.B3.S1 Provide students with the opportunity to read and comprehend on grade level literature and informational text.

Action Step 1

Increase the rigor of instruction for the implementation of the NGSSS and Common Core Standards. Implement teacher modeling and think alouds as well as, the utilization of word maps to facilitate the understanding of multiple meaning words. Additionally, model the use of context clues to understand the meanings of words. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency. Utilize Wonder Works as Intervention for 30 minutes daily.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Action Step 2

Utilize Waterford as an intervention for students in the ELL subgroup in grades K-2 and begin Wonder Works for students in grades 3-5.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Waterford Reports and Wonder Works Progress Monitoring Tools

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

Classroom Walkthroughs

Person or Persons Responsible

Administration, Reading Curriculum Leader, and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Wonder Works Progress Monitoring Chart

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model, the Reading Curriculum Leader and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RTI team will review data monthly and make recommendations based on needs assessment. Monitor the effectiveness of interventions and remediation biweekly. Additionally, review reports of District Baseline Assessment, Interim Assessment, and FAIR data to monitor the progress of the students in the ELL subgroup.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative: Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments
Computer assisted reports from FCAT Explorer, Reading Plus, and Success Maker Summative: 2014
FCAT 2.0

G1.B4 Results from the 2013 FCAT 2.0 Reading indicate 25% of students in the SWD subgroup are making satisfactory progress. However, 12% of the SWD subgroup did not meet the AMO target of 37% of the students making satisfactory progress. The students demonstrate a weakness in the ability to read and comprehend on grade level text. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the SWD subgroup making satisfactory progress to 43%.

G1.B4.S1 Provide students with the opportunity to read and comprehend on grade level literature and informational text

Action Step 1

Present information through a multisensory approach. Implement the use of graphic organizers, visual cues, and peer tutoring to enhance the learning process. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency, and begin the implementation of Wonder Works as Intervention for 30 minutes daily.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student work and site generated assessments, including benchmarks

Action Step 2

Provide teachers with professional development targeting Differentiated Instruction in Reading. Teachers will gather in teams, share best practices and develop authentic work to use during Differentiated Instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

October 8, 2013

Evidence of Completion

Sign in Sheets Follow up Assignments

Facilitator:

Cynthia Herrera

Participants:

Teachers

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

Classroom Walk-throughs

Person or Persons Responsible

Administration, Reading Curriculum Leader, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Wonder Works Progress Monitoring chart

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, the Reading Curriculum Leader and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RTI team will review data monthly and make recommendations based on needs assessment. Monitor the effectiveness of interventions and remediation biweekly. Additionally, review reports of District Baseline Assessment, Interim Assessment, and FAIR data to monitor the progress of the students in the SWD subgroup.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative: Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments
Computer assisted reports from FCAT Explorer, Reading Plus, and Success Maker Summative: 2014
FCAT 2.0

G1.B5 Results from the 2013 FCAT 2.0 Reading indicate 61% of students in the ED subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the ED subgroup making satisfactory progress to 73%. The students demonstrate a weakness in the ability to read and comprehend complex text.

G1.B5.S1 Provide students the opportunity to read and comprehend literature and informational text at the high end of the grade level complexity band.

Action Step 1

Increase the rigor of instruction for the implementation of Common Core Standards. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency. Utilize Wonder Works as Intervention for 30 minutes daily.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student work and site generated assessments including benchmarks

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

Classroom Walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-through Log

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM model, the Reading Curriculum Leader and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RTI team will review monthly and make recommendations based on needs assessment. Monitor the effectiveness of interventions and remediation . Additionally, review reports of District Baseline Assessment, Interim Assessment, and FAIR data to monitor the progress of the students in the ED subgroup.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative: Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments
Computer assisted reports from FCAT Explorer, Success Maker, and Reading Plus Summative: 2014
FCAT 2.0

G1.B6 Results from the 2013 FCAT 2.0 Reading indicate 25% of the students scored a Level 3. Performance data shows a deficiency in Reporting Category 2, Reading Application. Students demonstrate a weakness in the ability to read and understand Author's Purpose and Perspective, as well as, identifying main idea/message, relevant details and chronological order. Additionally, the students demonstrate a weakness in identifying cause and effect relationships, theme/topic, text structures, and comparing and contrasting elements, characters, settings, events and problems. Our goal for 2013-2014 school year is to increase the percentage of students scoring a Level 3 to 27%.

G1.B6.S1 Provide students with the opportunity to read and comprehend literature and informational text at the high end of the grade level complexity band.

Action Step 1

-Ask and answer questions referring explicitly to the text as the basis for the answers; Implement various instructional strategies such as, author's purpose chart, two column note for opinion/support conclusion/support, and cause/effect. Utilize, main idea table, time line, sequence chains, cause and effect chain, informational text structure chart, one sentence summaries, theme definitions, common themes in literature, venn diagrams, and content frames; Provide opportunities for students to refer to details and examples in a text, what the text says explicitly, and when drawing inferences from text; Provide opportunities for students to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text; Continue the implementation of Differentiated Instruction daily.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Action Step 2

Provide teachers with Professional Development targeting instructional strategies to be used when providing instruction on Main Idea, Author's Purpose, Cause/Effect, and Text Structure).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Novemeber 12, 2013

Evidence of Completion

Sign in Sheets Follow up assignments

Facilitator:

Cynthia Herrera

Participants:

Teachers

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

Classroom Walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-through Log

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model, analyze, review, and monitor assessments. Adjust academic goals utilizing teacher feedback on students' skill attainment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments
Computer assisted reports from Reading Plus, FCAT Explorer and Success Maker Summative: 2014
FCAT 2.0

G1.B7 Results from the 2013 FCAT 2.0 Reading indicate 42% of the students scored a Level 4 and 5. Performance data shows a deficiency in Reporting Category 4, Informational Text and Research Process. Students demonstrate a weakness in the ability to read and comprehend complex text across multiple genres. Our goal for the 2013-2014 school year is to increase the percentage of student scoring a Level 4 and 5 to 43%.

G1.B7.S1 Provide students with the opportunity to read and comprehend informational text at the high end of the grade level complexity band and engage in project based learning.

Action Step 1

Allow students to engage in Close Analytic Reads and respond in Reader Response journals daily.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Action Step 2

Use how-to articles, brochures, fliers and real world documents such as Super Science to identify text features and to locate, interpret, and organize information. Help students recognize that valid information is correct or sound and reliable information is dependable. Utilize two-column note to list conclusions and supporting evidence in non-fiction articles and editorials. Have students quote from literary and informational text to support statements about the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Action Step 3

Provide teachers with Professional Development targeting using the writing process and mentor text. Teachers will share and develop best practices for using mentor text and implementing the writing process with their students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 10 ,2013

Evidence of Completion

Sign in Sheets Follow up assignments

Facilitator:

Cynthia Herrera

Participants:

Teachers

Action Step 4

Provide teachers with Professional Development targeting instructional strategies to be used when students read for a specific purpose. Teachers will develop and share best practices on how to use a variety of text and instructional strategies when students read for a specific purpose.

Person or Persons Responsible

Teachers

Target Dates or Schedule

February 11, 2013

Evidence of Completion

Sign in sheets Follow up assignments.

Facilitator:

Cynthia Herrera

Participants:

Teachers

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

Classroom Walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-through Log

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM model, analyze, review, and monitor assessments. Adjust academic goals utilizing teacher feedback on students' skill attainment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: Baseline Assessment, Interim Assessments, FAIR, Weekly teacher generated assessments, Computer assisted reports from FCAT Explorer, Success Maker, and Reading Plus
Summative: 2014 FCAT 2.0.

G1.B8 Results from the 2013 FCAT 2.0 Reading indicate 69% of students made learning gains. The percentage of students making learning gains decreased by four percentage points.. Students demonstrate limited ability to read, analyze, and comprehend appropriate grade-level complex text. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains to 72%.

G1.B8.S1 Provide students with the opportunity to read and comprehend literature and informational text at the high end of the grade level complexity band.

Action Step 1

Provide professional development to increase the rigor of instruction for the implementation of the NGSSS and Common Core Standards. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Provide teachers with Professional development that provide teachers with best practices regarding instructional strategies specifically for story structure, figurative language, and text features.

Person or Persons Responsible

Teachers

Target Dates or Schedule

December 10, 2013

Evidence of Completion

Sign in sheets Follow up assignments

Facilitator:

Cynthia Herrera

Participants:

Teachers

Action Step 3

Provide teachers with Professional development that provide teachers with best practices regarding instructional strategies specifically for story structure, figurative language, and text features.

Person or Persons Responsible

Teachers

Target Dates or Schedule

December 10, 2013

Evidence of Completion

Sign in sheets Follow up assignments

Facilitator:

Cynthia Herrera

Participants:

Teachers

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

Classroom Walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-trough Log

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM model, analyze, review, and monitor assessments. Adjust academic goals utilizing teacher feedback on students' skill attainment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Wonders Reading Series, quizzes, tests, and Interim Assessment tests

G1.B9 Results from the 2013 FCAT 2.0 Reading indicate 66% of the students in the Lowest 25% made learning gains. The number of students in the Lowest 25% making learning gains decreased by 10 percentage points. Students did not demonstrate a year's academic growth in the assigned interventions. Our goal for the 2013-2014 school year is to increase the percentage of students in the Lowest 25% making learning gains to 69%.

G1.B9.S1 Utilize McGraw Hill Wonder Works as intervention for 30 minutes daily. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency.

Action Step 1

Implement Wonder Works daily for 30 minutes as an intervention. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Facilitator:

Cynthia Herrera

Participants:

Teachers

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

Classroom Walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-through Log

Plan to Monitor Effectiveness of G1.B9.S1

Following the FCIM model, analyze, review, and monitor assessments. Adjust academic goals utilizing teacher feedback on students' skill attainment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Wonders Reading Series, quizzes, tests, and Interim Assessment tests

G1.B10 The results 2013 CELLA Listening/Speaking portion indicate that 78% of students achieved proficiency. The factors that played a negative role in strategy acquisition include a lack of dominance in the English language. Our goal for the 2013-2014 school year is to increase the number of students achieving proficiency to 78%.

G1.B10.S1 Provide students with opportunities to improve their listening and speaking skills.

Action Step 1

Modeling, teacher led groups, use of illustrations and the Language Experience Approach, role playing, Think Alouds, repetition, and cooperative learning groups

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Action Step 2

Provide teachers with Professional Development targeting how to use modeling, Teacher Led groups, LEA and Think Alouds to supplement instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

March 8 , 2013

Evidence of Completion

Sign in Sheets Follow up assignments

Facilitator:

Cynthia Herrera

Participants:

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

Classroom Walk-Throughs

Person or Persons Responsible

Adminstration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-through Log

Plan to Monitor Effectiveness of G1.B10.S1

Following the FCIM model, analyze, review, and monitor assessments. Adjust academic goals utilizing teacher feedback on students' skill attainment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Progress monitoring assessment data reports, Waterford, Reading Plus, Star Reading, FAIR, Interim Assessments Summative: Results from the 2014 CELLA Listening/Speaking Assessment

G1.B11 The results 2013 CELLA Reading portion indicate that 32% of the students achieved proficiency. The factors that played a negative role in reading proficiency is lack of fluency and reading comprehension. Challenges in this area involve a lack of English language base including grammar and vocabulary which hinder students from grasping meaning in reading. Our goal for the 2013-2014 school year is to increase the number of students achieving proficiency to 39%.

G1.B11.S1 Provide students with opportunities to read and comprehend on grade level literature and informational text.

Action Step 1

Increase the rigor of instruction for the implementation of the NGSSS and Common Core Standards. Implement teacher modeling and think alouds as well as, the utilization of word maps to facilitate the understanding of multiple meaning words. Additionally, model the use of context clues to understand the meaning of words. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

Classroom Walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-through Log

Plan to Monitor Effectiveness of G1.B11.S1

Following the FCIM model, analyze, review, and monitor assessments. Adjust academic goals utilizing teacher feedback on students' skill attainment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Progress monitoring assessment data reports, Waterford, Reading Plus, Star Reading, FAIR, Interim Assessments Summative: Results from the 2014 CELLA Reading Assessment

G1.B12 The results 2013 CELLA Writing portion indicate that 35% of students achieved proficiency. The composing process may be laborious as the students struggle to use complex grammar and vocabulary to make their writing more sophisticated. Our goal for the 2013-2014 school year is to increase the number of students achieving proficiency to 42%.

G1.B12.S1 Provide students with opportunities to foster their writing skills.

Action Step 1

Graphic organizers, illustrating and labeling, spelling strategies, rubrics writing prompts and samples, reading response journal/log, process writing

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Action Step 2

Provide Teachers with Professional Development that targets the use of Graphic Organizers to enhance instruction and maximize understanding for students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

January 14, 2013

Evidence of Completion

Sign In sheets Follow up assignments

Facilitator:

Cynthia Herrera

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B12.S1

Classroom Walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-through Log

Plan to Monitor Effectiveness of G1.B12.S1

Following the FCIM model, analyze, review, and monitor assessments. Adjust academic goals utilizing teacher feedback on students' skill attainment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Progress monitoring assessment data reports, Waterford, Reading Plus, Star Reading, FAIR, Interim Assessments Summative: Results from the 2014 CELLA Writing Assessment

G2. 2013 FCAT Writing data indicates 68% of the students scored 3.5 or above. Our goal is to increase the percentage of 4th grade students scoring 3.5 or above on the FCAT 2.0 to 71 %.

G2.B1 An analysis of the 2013 FCAT writing indicated the areas of deficiency were elaboration and conventions.

G2.B1.S1 Provide students with opportunities to foster their knowledge in elaboration and writing conventions.

Action Step 1

Expose students to mentor text and, through explicit instruction and independent practice, students will engage in the writing process. Allow students to practice the writing process with an emphasis on the support and convention elements through editing and revising their work. Guide students in self-editing, by working in pairs and groups to peer edit, and confer with the teacher in one-on-one conferencing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Student work and site generated writing assessments, including benchmarks

Action Step 2

Provide teachers professional development on using the writing process and how to engage students when using the writing process.

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 10, 2013

Evidence of Completion

Sign in Sheets Follow up assignments

Facilitator:

Cynthia Herrera

Participants:

Teachers

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

Classroom Walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-through Log

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Writing prompts and District Writing Assessments

G3. 2013 FCAT 2.0 Mathematics indicates 70% of students scored a level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 3 or above to 81%.

G3.B1 Results of the 2013 Mathematics FCAT 2.0 indicate that, 71% of students in the Asian subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percent of students making satisfactory progress in the Asian subgroup to 90%. Students demonstrate a weakness in the ability to solve complex word problems.

G3.B1.S1 Provide students with opportunities to make meaning of numbers through problem solving and hands-on activities.

Action Step 1

Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Classroom Walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-through Log

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, results of monthly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed.

Person or Persons Responsible

Administrators and Math Curriculum Leaders

Target Dates or Schedule

Monthly

Evidence of Completion

Go Math Florida Series, Quizzes, Tests and Interim Assessments

G3.B2 Results of the 2013 FCAT 2.0 Mathematics indicate that 44% of students in the Black subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percent of students making satisfactory progress in the Black subgroup to 73%. Students demonstrate a weakness in the ability to solve complex word problems.

G3.B2.S1 Provide students with opportunities to make meaning of numbers through problem solving and hands-on activities.

Action Step 1

Through small group instruction, foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Classroom Walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-through Log

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM model, results of monthly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed.

Person or Persons Responsible

Administrators and Math Curriculum Leaders

Target Dates or Schedule

Monthly

Evidence of Completion

Go Math Florida Series, Quizzes, Tests and Interim Assessments

G3.B3 Results of the 2013 FCAT 2.0 Mathematics indicate, 71% of students in the Hispanic subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percent of students making satisfactory progress in the Hispanic subgroup to 80%. Students demonstrate a weakness in the ability to solve complex word problems.

G3.B3.S1 Provide students with opportunities to make meaning of numbers through problem solving and hands-on activities.

Action Step 1

Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Classroom Walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-through Log

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM model, results of monthly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed.

Person or Persons Responsible

Administrators and Math Curriculum Leaders

Target Dates or Schedule

Monthly

Evidence of Completion

Go Math Florida Series, Quizzes, Tests and Interim Assessments.

G3.B4 Results of the 2013 Mathematics FCAT 2.0 indicate that, 75% of students in the White subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percent of students making satisfactory progress in the White subgroup to 87%. Students demonstrate a weakness in the ability to solve complex word problems.

G3.B4.S1 Provide students with opportunities to make meaning of numbers through problem solving and hands-on activities.

Action Step 1

Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Classroom Walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-through Log

Plan to Monitor Effectiveness of G3.B4.S1

Following the FCIM model, results of monthly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed.

Person or Persons Responsible

Administrators and Math Curriculum Leaders

Target Dates or Schedule

Monthly

Evidence of Completion

Go Math Florida Series, Quizzes, Tests and Interim Assessments

G3.B5 Results of the 2013 FCAT 2.0 Mathematics indicate that 66% of students in the ELL subgroup are making satisfactory progress. . Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percent of students making satisfactory progress in the ELL subgroup to 72%.Students demonstrate a weakness in the ability to solve complex word problems

G3.B5.S1 Provide students opportunities to model their work with mathematical operations. Also, to provide students with visuals of math vocabulary and concepts to refer to.

Action Step 1

Use GO MATH ELL supplemental work. Continue to use visuals of math vocabulary and concepts for students. Provide opportunities to represent mathematical operations, as well as, create equivalent representation of given numbers. Through the use of manipulatives and the creation of models.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Classroom Walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-through Log

Plan to Monitor Effectiveness of G3.B5.S1

Following the FCIM model, results of monthly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed.

Person or Persons Responsible

Administrators and Math Curriculum Leaders

Target Dates or Schedule

Monthly

Evidence of Completion

Go Math Florida Series, Quizzes, Tests and Interim Assessments

G3.B6 Results of the 2013 FCAT 2.0 Mathematics indicate that 41% of the students in the Students with Disabilities (SWD) subgroup are making satisfactory gains. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percent of the students making satisfactory progress in the Students with Disabilities Subgroup to 58%. Students demonstrate a weakness in the ability to solve complex word problems.

G3.B6.S1 Provide students with opportunities to develop fluency in numbers and to make meaning of numbers through problem solving and hands-on activities.

Action Step 1

Provide opportunities to foster the use of meanings of numbers to create strategies and the use of models, place-value, and properties of operations to represent mathematical operations, as well as, create equivalent representation of given numbers. Through the use of manipulatives and the creation of models. Continue delivering Differentiated Instruction by utilizing Go Math Strategic Intervention to remediate students' computation fluency and mastery of grade level computation skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Classroom Walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-through Log.

Plan to Monitor Effectiveness of G3.B6.S1

Following the FCIM model, results of monthly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed.

Person or Persons Responsible

Administrators and Math Curriculum Leaders

Target Dates or Schedule

Monthly

Evidence of Completion

Go Math Florida Series, Quizzes, Tests and Interim Assessments

G3.B7 Results of the 2013 FCAT 2.0 Mathematics indicate that, 66% of students in the ED subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percent of students making satisfactory progress in the ED subgroup to 76%. Students demonstrate a weakness in the ability to solve complex word problems.

G3.B7.S1 Provide students with opportunities to make meaning of numbers through problem solving and hands-on activities.

Action Step 1

Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Classroom Walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-through Log

Plan to Monitor Effectiveness of G3.B7.S1

Following the FCIM model, results of monthly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed.

Person or Persons Responsible

Administrators and Math Curriculum Leaders

Target Dates or Schedule

Monthly

Evidence of Completion

Go Math Florida Series, Quizzes, Tests and Interim Assessments

G3.B8 Results of the FCAT 2.0 Mathematics indicate 31% of the students scored Level 3. Our goal for the 2013-2014 school year is to increase the number of students scoring Level 3 to 33%. Performance data shows three areas of growth that are being targeted this year. The first area of deficiency is number, operations. Students demonstrate a weakness in problem solving proficiency in the areas of multiplication and division. The second area of deficiency is problem and statistics and fractions. Also, students demonstrate a weakness to relate halves, fourths, tenths, and hundredths to percents, and vice versa. The last area of deficiency is geometry and measurement. Students demonstrate a weakness in interpreting data on various types of graphs. Students demonstrate a weakness in deriving and applying formulas for area.

G3.B8.S1 Foster the use of meanings of numbers to create strategies for solving problems and to verify the reasonableness of number operation results, including problem situations.

Action Step 1

Provide opportunities for fifth grade students to determine the volume and surface area of prisms given a graphic or net. Provide opportunities for students to perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Provide students in fourth grade opportunities to use GIZMOs and Brain Pop to engage students in activities that develop conceptual understanding of decimals and generate equivalent fractions and to simplify fractions. Provide opportunities for students to compare and order fractions, mixed numbers and decimals in the same or different forms. Relate halves, fourths, tenths, and hundredths to percents, and vice versa.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Action Step 3

Implement the mathematical practices of Common Core in third grade to solve real world problems within base ten operations. Apply the inverse property to solve a real-world problem involving multiplication and division. Analyze and interpret data on a bar graph, pictograph, frequency table or line plot to solve problems. Provide students with supplemental materials found on the Think Central website.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Action Step 4

Provide teachers with professional development specifically targeting the implementation of the mathematical practices of Common Core. Teachers will understand how to implement these mathematical practices into their lesson plans and their instruction to further develop students' higher order thinking skills when decoding word problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

March 8, 2014

Evidence of Completion

Sign in Sheets

Facilitator:

Cynthia Herrera

Participants:

Teachers

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

Classroom Walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-through Log

Plan to Monitor Effectiveness of G3.B8.S1

Following the FCIM model, results of monthly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed.

Person or Persons Responsible

Administrators and Math Curriculum Leaders

Target Dates or Schedule

Monthly

Evidence of Completion

Go Math Florida Series, Quizzes, Tests and Interim Assessments

G3.B9 Results of the FCAT 2.0 Mathematics indicate 39% of the students scored Level 4 or Level 5. Performance data shows that students who scored a level 4 or level 5 had three areas of deficiency. The first are is Number: Operations. Students demonstrate a weakness in the ability to apply the inverse property. The second area of deficiency is Probability, Statistics. Students demonstrate a weakness in the ability to describe rules for a pattern. Students demonstrate a weakness in the ability to determine meaning of numbers. Students demonstrate a weakness to describe or generalize an algebraic rule or numeric pattern. The last area of deficiency is Number: Base Ten and Fractions, and Geometry and Measurement. Students demonstrate a weakness in the ability to determine volume and surface area. Students demonstrate a weakness in the ability to convert units of measures within the same dimension to solve problems. Our goal for the 2013-2014 school year is to increase the number of students scoring Level 4 and Level 5 to 40%.

G3.B9.S1 Provide support to students as they make sense of problems and persevere in solving them, taking advantage of learning opportunities and adjust instruction appropriately to meet student needs.

Action Step 1

Increase opportunities to use GIZMOS, MegaMatha and Brain Pop for fifth grade students to enhance conceptual knowledge of geometry and measurement skills. Provide opportunities for students to use different strategies to solve problems involving the volume and surface area of prisms. Perform multi-step conversions to solve problems within the same measurement system.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Increase use of GIZMOS and MegaMath for fourth grade students to enhance conceptual knowledge of numbers and how to use them within operations. Provide students the opportunity to describe and generalize an algebraic rule for a graphic or numeric pattern and/or relationship, including functions with two operations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 3

Third grade students will be provided opportunities to describe and apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division. Describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction, or multiplication.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Classroom Walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-through Log

Plan to Monitor Effectiveness of G3.B9.S1

Following the FCIM model, results of monthly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed.

Person or Persons Responsible

Administrators and Math Curriculum Leaders

Target Dates or Schedule

Monthly

Evidence of Completion

Follow FCIM using data Interim and FCAT 2.0

G3.B10 Results of the 2013 FCAT 2.0 Mathematics indicate 59% of the students made learning gains. The percentage of students making learning decreased by five percentage points. The decrease indicates that students are not making appropriate learning gains. Students are provided limited opportunities to work with high complexity word problems that require the appropriate use of the Mathematical Practices of the Common Core. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains to 63%

G3.B10.S1 Provide opportunities to work with high complexity word problems and use the Mathematical Practices of the Common Core.

Action Step 1

Through the use of Differentiated Instruction teachers will provide additional opportunities for students to master and practice math skills and concepts through word problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Provide teachers with professional development targeting Differentiated Instruction in mathematics. Teachers will work in teams to create authentic works for students to complete to differentiate their instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

October 8, 2013

Evidence of Completion

Sign in sheets, follow up assignments.

Facilitator:

Cynthia Herrera

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B10.S1

Classroom Walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-through Log

Plan to Monitor Effectiveness of G3.B10.S1

Following the FCIM model, results of monthly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed.

Person or Persons Responsible

Administrators and Math Curriculum Leaders

Target Dates or Schedule

Monthly

Evidence of Completion

Follow FCIM using data Interim and FCAT 2.0

G3.B11 Results of the 2013 FCAT 2.0 Mathematics indicate 54% of the number of students in the Lowest 25% made learning gains. The percentage of students in the Lowest 25% making learning gains decreased by four percentage points. The decrease demonstrates that students are not making appropriate learning gains. The deficiency would be due to the lack of time allotted to work in small groups with students in the Lowest 25%. The deficiency would also be due to the students' lack of understanding how to model mathematical operations and demonstrate students' lack of mathematical fluency basic mathematical operations.

G3.B11.S1 Provide opportunities to work with high complexity word problems and use the Mathematical Practices of the Common Core.

Action Step 1

Through the use of Differentiated Instruction teachers will provide additional opportunities for students to master and practice math skills and concepts through word problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Provide teachers with Professional Development on using concrete and visual models for students to use when solving word problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

January 14, 2014

Evidence of Completion

Sign in sheets Follow up assignments

Facilitator:

Cynthia Herrera

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B11.S1

Classroom Walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-throughs

Plan to Monitor Effectiveness of G3.B11.S1

Following the FCIM model, results of monthly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed.

Person or Persons Responsible

Administrators and Math Curriculum Leaders

Target Dates or Schedule

Monthly

Evidence of Completion

Follow FCIM using data Interim and FCAT 2.0

G4. 2013 FCAT 2.0 Science indicates 54% of the students scored a level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 3 or above to 58%.

G4.B1 Results of the 2013 FCAT 2.0 Science indicate 34% of the students scored a Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3 to 37%. The performance data demonstrates a deficiency in the area of Nature of Science. Students need additional opportunities to investigate the Nature of Science through development and design of science and engineering projects to increase scientific thinking. Additionally, students need to be provided with activities that allow for the implementation of inquiry-based activities in Nature of Science.

G4.B1.S1 Increase the opportunity for authentic hands-on science experiments through in-class and virtual labs taking them through the scientific process and topics related to Nature of Science.

Action Step 1

Incorporate instructional technology resources into the classroom such as Gizmos and FCAT Explorer. Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic. Utilize data driven instruction and differentiated instruction strategies to address students' needs at grade level.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Classroom Walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-through Log

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM, results of weekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by administrators and science liaison to make adjustments to strategies as needed.

Person or Persons Responsible

Administrators and Science Liaison

Target Dates or Schedule

Weekly

Evidence of Completion

Science Series, Quizzes, Tests and Interim Assessments

G4.B2 Results of the 2013 FCAT 2.0 Science indicate 20% of the students scored a Level 4 and Level 5. Our goal for the 2013-2014 school year is to increase the number of students scoring Level 4 and Level 5 to 21%. The performance data demonstrates there is a deficiency in the area of Nature of Science. Students need additional opportunities for inquiry-based activities that allow for testing of hypotheses, data, analysis, explanation of variables and experimental design in Nature of Science.

G4.B2.S1 Provide opportunities for students to formulate test questions and evaluate investigations in order to interpret and analyze data to defend conclusions.

Action Step 1

Promote the use of instructional technology such as Gizmos and Brain Pop to enhance and remediate student conceptual understanding of topics being addressed. Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding. Provide students with the opportunities to present, refine, and evaluate scientific questions about the natural world and investigate answers through experimentation, research, and information gathering and discussion. Allow students to engage in various cooperative learning activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Provide teachers with professional development on implementing differentiated instruction for science. Teachers will work in teams to share and develop authentic work students can create during science instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

December 10, 2013

Evidence of Completion

Sign in sheet Follow up assignment

Facilitator:

Cynthia Herrera

Participants:

Teachers

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

Classroom Walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-through Log

Plan to Monitor Effectiveness of G4.B2.S1

Following the FCIM, results of weekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by administrators and science liaison to make adjustments to strategies as needed.

Person or Persons Responsible

Administrators and Science Liaison

Target Dates or Schedule

Weekly

Evidence of Completion

Science Series, Quizzes, Tests and Interim Assessments

G5. Our goal for the 2013-2014 school year is to increase the level of student participation in the STEM club from 25 students to 50 students.

G5.B1 Participation of STEM related activities is limited due to the lack of personnel available to be STEM coordinators.

G5.B1.S1 Implement inquiry-based activities addressing the necessary Science benchmarks.

Action Step 1

Develop a school STEM club that incorporates various projects to an increased number of students.

Person or Persons Responsible

Science Liason and STEM Coordinators

Target Dates or Schedule

Ongoing

Evidence of Completion

STEM Club Applications

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

STEM Club meeting observations

Person or Persons Responsible

Science Liaison and STEM Coordinators

Target Dates or Schedule

Ongoing

Evidence of Completion

Student attendance logs

Plan to Monitor Effectiveness of G5.B1.S1

Meeting observations

Person or Persons Responsible

Science Liaison and STEM Coordinators

Target Dates or Schedule

Ongoing

Evidence of Completion

STEM Club attendance logs

G6. Our goal for the 2013-2014 school year is to identify the students at risk and provide early interventions for the students.

G6.B1 Students who have a high number of absences affects overall academic success including lack of proficiency in reading. In the 2012-2013 school year six percent of our students missed 10% or more of available instructional time. Our goal for the 2013 - 2014 school year is to decrease the number students who missed 10% or more of available instructional time to five percent.

G6.B1.S1 Provide students with rewards to promote daily attendance.

Action Step 1

Students who develop a pattern of non-attendance will be referred to the attendance committee. Students will also be rewarded for their attendance through a daily attendance drawing. Classes will be rewarded through a school-wide attendance incentive.

Person or Persons Responsible

Administration and Attendance Committee

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Reports

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

Monitor attendance reports

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Reports

Plan to Monitor Effectiveness of G6.B1.S1

Monitor increases or decreases in student attendance rates and determine the affect on student achievement.

Person or Persons Responsible

Administration and Attendance Committee.

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative: Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments
Computer assisted reports from FCAT Explorer, Success Maker, and Reading Plus Summative: 2014
FCAT 2.0

G6.B2 Students who are reading significantly below grade level can not be promoted to the next grade level. Two percent of k-5 students were retained in the 2012-2013 school year. Our goal for the 2013-2014 school year is to decrease the number of students who are retained to one percent..

G6.B2.S1 Provide students with an additional 30 minutes of interventions.

Action Step 1

Retained students will receive an additional 30 minutes of intervention, utilizing Success Maker and Quick Reads.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Intervention Attendance Log and Success Maker Student Performance Reports.

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

Review Success Maker Reports and Classroom Walk-throughs

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Success Maker Student Performance Reports and Classroom Walk-through logs.

Plan to Monitor Effectiveness of G6.B2.S1

Following the FCIM model, the Reading Curriculum Leader and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment. Monitor the effectiveness of interventions and remediation biweekly.

Person or Persons Responsible

Administrators, Teachers, Reading Curriculum Leader

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments
Computer assisted reports from FCAT Explorer, Success Maker, and Reading Plus
Summative: 2014 FCAT 2.0

G6.B3 Students who are reading below grade level are having difficulty meeting mastery on the Reading FCAT 2.0. For the 2012-2013 33% of our students are not proficient in reading. Our goal for the 2013-2014 school year is to decrease the number of students not proficient in reading to 30%.

G6.B3.S1 Provide students with additional reading instruction and opportunities to raise their independent reading levels.

Action Step 1

Implement Wonder Works to provide students who are non-proficient in reading by third grade 30 minutes of reading intervention.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work and District generated assessments

Action Step 2

Implement Accelerated Reader program to provide students with additional reading opportunities

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Accelerated Reader Diagnostic Reading Practice Report

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

Wonder Works data reports and Classroom Walk-throughs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing.

Evidence of Completion

Wonder Works data reports and Classroom walk-through log.

Plan to Monitor Effectiveness of G6.B3.S1

Following the FCIM model, review assessment data and adjust instruction as needed. The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Biweekly

Evidence of Completion

Formative: Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments
Computer assisted reports from FCAT Explorer, Success Maker, and Reading Plus Summative: 2014
FCAT 2.0

G6.B4 Students who receive two or more behavioral referrals are at risk of poor academic success. In 2012-2013, 16% of our students received two or more behavioral referrals. Our goal for the 2013-2014 school year is to decrease the number of students who receive two or more behavioral referrals to 15%. Also, behavioral referrals that lead to suspension limit the amount of instruction provided to students. In 2012-2013, one percent of our students received behavioral referrals that lead to suspension. Our goal is to maintain this percentage.

G6.B4.S1 Provide rewards and consequences for students in order to reduce the amount of behavioral referrals that result in a suspension.

Action Step 1

Students who receive two or more behavior referrals will be referred to the discipline committee. Consequences will be implemented according to behavior infractions. Students will be rewarded through a school wide behavioral incentive program.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Referral Reports

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

Look for a decrease in student behavior referrals.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Referral reports

Plan to Monitor Effectiveness of G6.B4.S1

Monitor progress of suspension rates. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.

Person or Persons Responsible

Administration and Discipline Committee

Target Dates or Schedule

Biweekly

Evidence of Completion

Formative: Baseline Assessment Interim Assesments FAIR Weekly teacher generated assessments
Computer assisted reports from FCAT Explorer, Reading Plus, and Success Maker Summative 2014
FCAT 2.0

G7. Our goal for the 2013-2014 is to increase the percentage of parents participating in school activities from 41% to 43% according to participation logs.

G7.B1 Parents have limited knowledge and understanding of available resources and materials due to limited English proficiency.

G7.B1.S1 Provide parents with opportunities to improve their knowledge of available resources and school wide programs to ensure student success.

Action Step 1

Facilitate the use of parenting materials in English and Spanish through the use of Take Home Tuesday folders as well as, making them available in the Parent Resource Center.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Logs

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

Review parent participation logs in school wide activities and visitation of parent resource center.

Person or Persons Responsible

Administration and Parent Liaison

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent participation logs

Plan to Monitor Effectiveness of G7.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G7.B2 Parents have limited knowledge and understanding of school wide programs.

G7.B2.S1 Provide parents with the opportunity to improve their knowledge of available resources in school-wide programs to ensure students success.

Action Step 1

Family members, students, and teachers, will be invited to participate in workshops to learn how the school implements various programs. Instructional staff will create classroom websites to increase parent involvement.

Person or Persons Responsible

Administration, parent liaison, and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets and participation logs

Facilitator:

Cynthia Abreu

Participants:

Teachers

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

Attend available workshops

Person or Persons Responsible

Adminsitration

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets and logs

Plan to Monitor Effectiveness of G7.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G7.B3 Parents are not aware of their children's academic expectations due to lack of communication with their child's teacher.

G7.B3.S1 Provide parents with opportunities to improve their knowledge of the child's academic expectations.

Action Step 1

Offer parents an informational session that focuses on FCAT/SAT and is specific to each grade level.

Person or Persons Responsible

Administration

Target Dates or Schedule

January 2014

Evidence of Completion

Parent Sign-in sheets

Action Step 2

Provide students with a Student Planner to facilitate academic expectations with parents.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Documentation in student planners

Plan to Monitor Fidelity of Implementation of G7.B3.S1

Attend informational sessions

Person or Persons Responsible

Administration

Target Dates or Schedule

January 2014

Evidence of Completion

Sign-in sheets

Plan to Monitor Effectiveness of G7.B3.S1

Review parent Sign in sheets

Person or Persons Responsible

Administration/Parent Liaison

Target Dates or Schedule

January 2014

Evidence of Completion

Parent Sign in sheets

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 III

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

- parent outreach activities
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers
- reading and supplementary instructional materials
- purchase of supplemental hardware and software (Waterford) for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL students. The above services will be provided should funds become available for the 2013-2014 school year.

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Nutrition Programs

- Norma Butler Bossard Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- At Norma Butler Bossard Elementary School, nutrition education, as per state statute, is taught through physical education.
- Norma Butler Bossard Elementary School Food Service Program, school breakfast, school lunch, and after care snacks, follow the Healthy Food and Beverage Guideline as adopted in District's Wellness Policy.

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. 2013 FCAT 2.0 Reading data indicates that 68% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3 or above to 78%.

G1.B4 Results from the 2013 FCAT 2.0 Reading indicate 25% of students in the SWD subgroup are making satisfactory progress. However, 12% of the SWD subgroup did not meet the AMO target of 37% of the students making satisfactory progress. The students demonstrate a weakness in the ability to read and comprehend on grade level text. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the SWD subgroup making satisfactory progress to 43%.

G1.B4.S1 Provide students with the opportunity to read and comprehend on grade level literature and informational text

PD Opportunity 1

Provide teachers with professional development targeting Differentiated Instruction in Reading. Teachers will gather in teams, share best practices and develop authentic work to use during Differentiated Instruction.

Facilitator

Cynthia Herrera

Participants

Teachers

Target Dates or Schedule

October 8, 2013

Evidence of Completion

Sign in Sheets Follow up Assignments

G1.B6 Results from the 2013 FCAT 2.0 Reading indicate 25% of the students scored a Level 3. Performance data shows a deficiency in Reporting Category 2, Reading Application. Students demonstrate a weakness in the ability to read and understand Author's Purpose and Perspective, as well as, identifying main idea/message, relevant details and chronological order. Additionally, the students demonstrate a weakness in identifying cause and effect relationships, theme/topic, text structures, and comparing and contrasting elements, characters, settings, events and problems. Our goal for 2013-2014 school year is to increase the percentage of students scoring a Level 3 to 27%.

G1.B6.S1 Provide students with the opportunity to read and comprehend literature and informational text at the high end of the grade level complexity band.

PD Opportunity 1

Provide teachers with Professional Development targeting instructional strategies to be used when providing instruction on Main Idea, Author's Purpose, Cause/Effect, and Text Structure).

Facilitator

Cynthia Herrera

Participants

Teachers

Target Dates or Schedule

November 12, 2013

Evidence of Completion

Sign in Sheets Follow up assignments

G1.B7 Results from the 2013 FCAT 2.0 Reading indicate 42% of the students scored a Level 4 and 5. Performance data shows a deficiency in Reporting Category 4, Informational Text and Research Process. Students demonstrate a weakness in the ability to read and comprehend complex text across multiple genres. Our goal for the 2013-2014 school year is to increase the percentage of student scoring a Level 4 and 5 to 43%.

G1.B7.S1 Provide students with the opportunity to read and comprehend informational text at the high end of the grade level complexity band and engage in project based learning.

PD Opportunity 1

Provide teachers with Professional Development targeting using the writing process and mentor text. Teachers will share and develop best practices for using mentor text and implementing the writing process with their students.

Facilitator

Cynthia Herrera

Participants

Teachers

Target Dates or Schedule

September 10 ,2013

Evidence of Completion

Sign in Sheets Follow up assignments

PD Opportunity 2

Provide teachers with Professional Development targeting instructional strategies to be used when students read for a specific purpose. Teachers will develop and share best practices on how to use a variety of text and instructional strategies when students read for a specific purpose.

Facilitator

Cynthia Herrera

Participants

Teachers

Target Dates or Schedule

February 11, 2013

Evidence of Completion

Sign in sheets Follow up assignments.

G1.B8 Results from the 2013 FCAT 2.0 Reading indicate 69% of students made learning gains. The percentage of students making learning gains decreased by four percentage points.. Students demonstrate limited ability to read, analyze, and comprehend appropriate grade-level complex text. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains to 72%.

G1.B8.S1 Provide students with the opportunity to read and comprehend literature and informational text at the high end of the grade level complexity band.

PD Opportunity 1

Provide teachers with Professional development that provide teachers with best practices regarding instructional strategies specifically for story structure, figurative language, and text features.

Facilitator

Cynthia Herrera

Participants

Teachers

Target Dates or Schedule

December 10, 2013

Evidence of Completion

Sign in sheets Follow up assignments

PD Opportunity 2

Provide teachers with Professional development that provide teachers with best practices regarding instructional strategies specifically for story structure, figurative language, and text features.

Facilitator

Cynthia Herrera

Participants

Teachers

Target Dates or Schedule

December 10, 2013

Evidence of Completion

Sign in sheets Follow up assignments

G1.B9 Results from the 2013 FCAT 2.0 Reading indicate 66% of the students in the Lowest 25% made learning gains. The number of students in the Lowest 25% making learning gains decreased by 10 percentage points. Students did not demonstrate a year's academic growth in the assigned interventions. Our goal for the 2013-2014 school year is to increase the percentage of students in the Lowest 25% making learning gains to 69%.

G1.B9.S1 Utilize McGraw Hill Wonder Works as intervention for 30 minutes daily. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency.

PD Opportunity 1

Implement Wonder Works daily for 30 minutes as an intervention. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency.

Facilitator

Cynthia Herrera

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

G1.B10 The results 2013 CELLA Listening/Speaking portion indicate that 78% of students achieved proficiency. The factors that played a negative role in strategy acquisition include a lack of dominance in the English language. Our goal for the 2013-2014 school year is to increase the number of students achieving proficiency to 78%.

G1.B10.S1 Provide students with opportunities to improve their listening and speaking skills.

PD Opportunity 1

Provide teachers with Professional Development targeting how to use modeling, Teacher Led groups, LEA and Think Alouds to supplement instruction.

Facilitator

Cynthia Herrera

Participants

Target Dates or Schedule

March 8 , 2013

Evidence of Completion

Sign in Sheets Follow up assignments

G1.B12 The results 2013 CELLA Writing portion indicate that 35% of students achieved proficiency. The composing process may be laborious as the students struggle to use complex grammar and vocabulary to make their writing more sophisticated. Our goal for the 2013-2014 school year is to increase the number of students achieving proficiency to 42%.

G1.B12.S1 Provide students with opportunities to foster their writing skills.

PD Opportunity 1

Provide Teachers with Professional Development that targets the use of Graphic Organizers to enhance instruction and maximize understanding for students.

Facilitator

Cynthia Herrera

Participants

Teachers

Target Dates or Schedule

January 14, 2013

Evidence of Completion

Sign In sheets Follow up assignments

G2. 2013 FCAT Writing data indicates 68% of the students scored 3.5 or above. Our goal is to increase the percentage of 4th grade students scoring 3.5 or above on the FCAT 2.0 to 71 %.

G2.B1 An analysis of the 2013 FCAT writing indicated the areas of deficiency were elaboration and conventions.

G2.B1.S1 Provide students with opportunities to foster their knowledge in elaboration and writing conventions.

PD Opportunity 1

Provide teachers professional development on using the writing process and how to engage students when using the writing process.

Facilitator

Cynthia Herrera

Participants

Teachers

Target Dates or Schedule

September 10, 2013

Evidence of Completion

Sign in Sheets Follow up assignments

G3. 2013 FCAT 2.0 Mathematics indicates 70% of students scored a level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 3 or above to 81%.

G3.B8 Results of the FCAT 2.0 Mathematics indicate 31% of the students scored Level 3. Our goal for the 2013-2014 school year is to increase the number of students scoring Level 3 to 33%. Performance data shows three areas of growth that are being targeted this year. The first area of deficiency is number, operations. Students demonstrate a weakness in problem solving proficiency in the areas of multiplication and division. The second area of deficiency is problem and statistics and fractions. Also, students demonstrate a weakness to relate halves, fourths, tenths, and hundredths to percents, and vice versa. The last area of deficiency is geometry and measurement. Students demonstrate a weakness in interpreting data on various types of graphs. Students demonstrate a weakness in deriving and applying formulas for area.

G3.B8.S1 Foster the use of meanings of numbers to create strategies for solving problems and to verify the reasonableness of number operation results, including problem situations.

PD Opportunity 1

Provide teachers with professional development specifically targeting the implementation of the mathematical practices of Common Core. Teachers will understand how to implement these mathematical practices into their lesson plans and their instruction to further develop students' higher order thinking skills when decoding word problems.

Facilitator

Cynthia Herrera

Participants

Teachers

Target Dates or Schedule

March 8, 2014

Evidence of Completion

Sign in Sheets

G3.B10 Results of the 2013 FCAT 2.0 Mathematics indicate 59% of the students made learning gains. The percentage of students making learning decreased by five percentage points. The decrease indicates that students are not making appropriate learning gains. Students are provided limited opportunities to work with high complexity word problems that require the appropriate use of the Mathematical Practices of the Common Core. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains to 63%

G3.B10.S1 Provide opportunities to work with high complexity word problems and use the Mathematical Practices of the Common Core.

PD Opportunity 1

Provide teachers with professional development targeting Differentiated Instruction in mathematics. Teachers will work in teams to create authentic works for students to complete to differentiate their instruction.

Facilitator

Cynthia Herrera

Participants

Teachers

Target Dates or Schedule

October 8, 2013

Evidence of Completion

Sign in sheets, follow up assignments.

G3.B11 Results of the 2013 FCAT 2.0 Mathematics indicate 54% of the number of students in the Lowest 25% made learning gains. The percentage of students in the Lowest 25% making learning gains decreased by four percentage points. The decrease demonstrates that students are not making appropriate learning gains. The deficiency would be due to the lack of time allotted to work in small groups with students in the Lowest 25%. The deficiency would also be due to the students' lack of understanding how to model mathematical operations and demonstrate students' lack of mathematical fluency basic mathematical operations.

G3.B11.S1 Provide opportunities to work with high complexity word problems and use the Mathematical Practices of the Common Core.

PD Opportunity 1

Provide teachers with Professional Development on using concrete and visual models for students to use when solving word problems.

Facilitator

Cynthia Herrera

Participants

Teachers

Target Dates or Schedule

January 14, 2014

Evidence of Completion

Sign in sheets Follow up assignments

G4. 2013 FCAT 2.0 Science indicates 54% of the students scored a level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 3 or above to 58%.

G4.B2 Results of the 2013 FCAT 2.0 Science indicate 20% of the students scored a Level 4 and Level 5. Our goal for the 2013-2014 school year is to increase the number of students scoring Level 4 and Level 5 to 21%. The performance data demonstrates there is a deficiency in the area of Nature of Science. Students need additional opportunities for inquiry-based activities that allow for testing of hypotheses, data, analysis, explanation of variables and experimental design in Nature of Science.

G4.B2.S1 Provide opportunities for students to formulate test questions and evaluate investigations in order to interpret and analyze data to defend conclusions.

PD Opportunity 1

Provide teachers with professional development on implementing differentiated instruction for science. Teachers will work in teams to share and develop authentic work students can create during science instruction.

Facilitator

Cynthia Herrera

Participants

Teachers

Target Dates or Schedule

December 10, 2013

Evidence of Completion

Sign in sheet Follow up assignment

G7. Our goal for the 2013-2014 is to increase the percentage of parents participating in school activities from 41% to 43% according to participation logs.

G7.B2 Parents have limited knowledge and understanding of school wide programs.

G7.B2.S1 Provide parents with the opportunity to improve their knowledge of available resources in school-wide programs to ensure students success.

PD Opportunity 1

Family members, students, and teachers, will be invited to participate in workshops to learn how the school implements various programs. Instructional staff will create classroom websites to increase parent involvement.

Facilitator

Cynthia Abreu

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets and participation logs

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	2013 FCAT 2.0 Reading data indicates that 68% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3 or above to 78%.	\$1,114
G3.	2013 FCAT 2.0 Mathematics indicates 70% of students scored a level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 3 or above to 81%.	\$1,827
G4.	2013 FCAT 2.0 Science indicates 54% of the students scored a level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 3 or above to 58%.	\$300
G6.	Our goal for the 2013-2014 school year is to identify the students at risk and provide early interventions for the students.	\$1,700
G7.	Our goal for the 2013-2014 is to increase the percentage of parents participating in school activities from 41% to 43% according to participation logs.	\$2,500
Total		\$7,441

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Other	Total
EESAC	\$2,200	\$0	\$3,827	\$6,027
Discretionary	\$1,114	\$300	\$0	\$1,414
	\$0	\$0	\$0	\$0
Total	\$3,314	\$300	\$3,827	\$7,441

Budget Details

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

G1. 2013 FCAT 2.0 Reading data indicates that 68% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3 or above to 78%.

G1.B3 Results from the 2013 FCAT 2.0 Reading indicate 55% of students in the ELL subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the ELL subgroup making satisfactory progress to 63%. The students demonstrate a weakness in comprehending complex vocabulary due to a limited English language base.

G1.B3.S1 Provide students with the opportunity to read and comprehend on grade level literature and informational text.

Action Step 2

Utilize Waterford as an intervention for students in the ELL subgroup in grades K-2 and begin Wonder Works for students in grades 3-5.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G1.B7 Results from the 2013 FCAT 2.0 Reading indicate 42% of the students scored a Level 4 and 5. Performance data shows a deficiency in Reporting Category 4, Informational Text and Research Process. Students demonstrate a weakness in the ability to read and comprehend complex text across multiple genres. Our goal for the 2013-2014 school year is to increase the percentage of student scoring a Level 4 and 5 to 43%.

G1.B7.S1 Provide students with the opportunity to read and comprehend informational text at the high end of the grade level complexity band and engage in project based learning.

Action Step 2

Use how-to articles, brochures, fliers and real world documents such as Super Science to identify text features and to locate, interpret, and organize information. Help students recognize that valid information is correct or sound and reliable information is dependable. Utilize two-column note to list conclusions and supporting evidence in non-fiction articles and editorials. Have students quote from literary and informational text to support statements about the text.

Resource Type

Evidence-Based Program

Resource

Scholastic Super Science

Funding Source

Discretionary

Amount Needed

\$1,114

G3. 2013 FCAT 2.0 Mathematics indicates 70% of students scored a level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 3 or above to 81%.

G3.B8 Results of the FCAT 2.0 Mathematics indicate 31% of the students scored Level 3. Our goal for the 2013-2014 school year is to increase the number of students scoring Level 3 to 33%. Performance data shows three areas of growth that are being targeted this year. The first area of deficiency is number, operations. Students demonstrate a weakness in problem solving proficiency in the areas of multiplication and division. The second area of deficiency is problem and statistics and fractions. Also, students demonstrate a weakness to relate halves, fourths, tenths, and hundredths to percents, and vice versa. The last area of deficiency is geometry and measurement. Students demonstrate a weakness in interpreting data on various types of graphs. Students demonstrate a weakness in deriving and applying formulas for area.

G3.B8.S1 Foster the use of meanings of numbers to create strategies for solving problems and to verify the reasonableness of number operation results, including problem situations.

Action Step 3

Implement the mathematical practices of Common Core in third grade to solve real world problems within base ten operations. Apply the inverse property to solve a real-world problem involving multiplication and division. Analyze and interpret data on a bar graph, pictograph, frequency table or line plot to solve problems. Provide students with supplemental materials found on the Think Central website.

Resource Type

Other

Resource

Copy Paper and toner

Funding Source

EESAC

Amount Needed

\$1,327

G3.B9 Results of the FCAT 2.0 Mathematics indicate 39% of the students scored Level 4 or Level 5. Performance data shows that students who scored a level 4 or level 5 had three areas of deficiency. The first are is Number: Operations. Students demonstrate a weakness in the ability to apply the inverse property. The second area of deficiency is Probability, Statistics. Students demonstrate a weakness in the ability to describe rules for a pattern. Students demonstrate a weakness in the ability to determine meaning of numbers. Students demonstrate a weakness to describe or generalize an algebraic rule or numeric pattern. The last area of deficiency is Number: Base Ten and Fractions, and Geometry and Measurement. Students demonstrate a weakness in the ability to determine volume and surface area. Students demonstrate a weakness in the ability to convert units of measures within the same dimension to solve problems. Our goal for the 2013-2014 school year is to increase the number of students scoring Level 4 and Level 5 to 40%.

G3.B9.S1 Provide support to students as they make sense of problems and persevere in solving them, taking advantage of learning opportunities and adjust instruction appropriately to meet student needs.

Action Step 1

Increase opportunities to use GIZMOS, MegaMatha and Brain Pop for fifth grade students to enhance conceptual knowledge of geometry and measurement skills. Provide opportunities for students to use different strategies to solve problems involving the volume and surface area of prisms. Perform multi-step conversions to solve problems within the same measurement system.

Resource Type

Evidence-Based Program

Resource

Brain Pop

Funding Source

EESAC

Amount Needed

\$500

G4. 2013 FCAT 2.0 Science indicates 54% of the students scored a level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 3 or above to 58%.

G4.B2 Results of the 2013 FCAT 2.0 Science indicate 20% of the students scored a Level 4 and Level 5. Our goal for the 2013-2014 school year is to increase the number of students scoring Level 4 and Level 5 to 21%. The performance data demonstrates there is a deficiency in the area of Nature of Science. Students need additional opportunities for inquiry-based activities that allow for testing of hypotheses, data, analysis, explanation of variables and experimental design in Nature of Science.

G4.B2.S1 Provide opportunities for students to formulate test questions and evaluate investigations in order to interpret and analyze data to defend conclusions.

Action Step 1

Promote the use of instructional technology such as Gizmos and Brain Pop to enhance and remediate student conceptual understanding of topics being addressed. Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding. Provide students with the opportunities to present, refine, and evaluate scientific questions about the natural world and investigate answers through experimentation, research, and information gathering and discussion. Allow students to engage in various cooperative learning activities.

Resource Type

Evidence-Based Materials

Resource

Lab Supplies

Funding Source

Discretionary

Amount Needed

\$300

G6. Our goal for the 2013-2014 school year is to identify the students at risk and provide early interventions for the students.

G6.B3 Students who are reading below grade level are having difficulty meeting mastery on the Reading FCAT 2.0. For the 2012-2013 33% of our students are not proficient in reading. Our goal for the 2013-2014 school year is to decrease the number of students not proficient in reading to 30%.

G6.B3.S1 Provide students with additional reading instruction and opportunities to raise their independent reading levels.

Action Step 2

Implement Accelerated Reader program to provide students with additional reading opportunities

Resource Type

Evidence-Based Program

Resource

Accelerated Reader

Funding Source

EESAC

Amount Needed

\$1,700

G7. Our goal for the 2013-2014 is to increase the percentage of parents participating in school activities from 41% to 43% according to participation logs.

G7.B1 Parents have limited knowledge and understanding of available resources and materials due to limited English proficiency.

G7.B1.S1 Provide parents with opportunities to improve their knowledge of available resources and school wide programs to ensure student success.

Action Step 1

Facilitate the use of parenting materials in English and Spanish through the use of Take Home Tuesday folders as well as, making them available in the Parent Resource Center.

Resource Type

Other

Resource

Take Home Tuesday Folders

Funding Source

EESAC

Amount Needed

\$1,200

G7.B3 Parents are not aware of their children's academic expectations due to lack of communication with their child's teacher.

G7.B3.S1 Provide parents with opportunities to improve their knowledge of the child's academic expectations.

Action Step 2

Provide students with a Student Planner to facilitate academic expectations with parents.

Resource Type

Other

Resource

Student Planners

Funding Source

EESAC

Amount Needed

\$1,300