2013-2014 SCHOOL IMPROVEMENT PLAN

Miami Gardens Elementary School

4444 NW 195TH ST
Miami Gardens, FL 33055
305-625-5321
http://mgardens.dadeschools.net/

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	Yes	95%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	97%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Miami Gardens Elementary Schl

Principal
Apryle Kirnes

School Advisory Council chair
Carmen Smith

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

Name	Title
Valerie Williams-Allen	Math Coach
Natre Key	Reading Coach
Linda Pierre	Science Coach
Susan Gonzalez	ESOL Chair
Carmen Smith	Media Specialist
Alicia Costa-DeVito	Assistant Principal

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

Our SAC is comprised a principal, UTD steward, teachers, parents, and community partners, who along with staff members help to create and monitor the progress towards meeting our SIP goals. Our school's data is shared with them and they assist in mapping out our school improvement process. Staff members of the SAC represent administration, instructional staff and non-instructional staff.

Involvement of the SAC in the development of the SIP

The district held SIP workshops where school teams were invited to attend. Administrators, staff members and parents/community partners were invited to attend. Time and technical assistance was afforded to all teams to begin work on creating the SIP. Our team studied prior year's trend data and began to formulate a direction and set forth goals for the school's school improvement process. Once the goals were identified, the budget/resources were discussed to address our needs.

Activities of the SAC for the upcoming school year

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

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

Our budget is $8000.00. The funds will be used to finance supplemental materials for labs and classroom resources, and support curricular activities such as Accelerated Reader, STAR, and Foresight.

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

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

Highly Qualified Staff

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

Administrators

# of administrators
2

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

Administrator Information:

Apryle Kirnes		
Principal	Years as Administrator: 15	Years at Current School: 5

Credentials	Bachelor of Science, Public Administration, Florida A & M University; Master of Science, Educational Leadership, Nova Southeastern University; Certification, Educational Leadership, State of Florida, Nova Southeastern University ; Doctorate in Educational Leadership, Nova Southeastern University.
Performance Record	2013 – School Grade –C Rdg. Proficiency, 42% Rdg. Lrg. Gains, 52 points Rdg. Imp. of Lowest 25% - 61points Rdg. AMO – 61 Math. AMO - 66 2012 – School Grade – B Rdg. Proficiency, 49% Rdg. Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 73 points Rdg. AMO – 57 Math. AMO - 63 2011 – School Grade – B Rdg. Proficiency, 66% Rdg. Lrg. Gains, 63points Rdg. Imp. of Lowest 25% - 50 points Rdg. AMO – 52 MAth. AMO - 59 2010 – School Grade – C Rdg. Proficiency, 71% Rdg. Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 57 points Rdg. AMO – 48 Math - AMO - 55 2009 – School Grade – B Rdg. Proficiency, 70% Rdg. Lrg. Gains, 62points Rdg. Imp. of Lowest 25% - 60 points Rdg. AMO – Math. AMO -

Alicia Costa-DeVito		
Asst Principal	Years as Administrator: 18	Years at Current School: 10
Credentials	Bachelor of Science, Elementary Education, Florida International University; Master of Science, Elementary Education, Nova Southeastern University; Certification, Educational Leadership, Nova Southeastern University; ELL Endorsement; Participant in the Florida Turnaround Leaders Program.	
Performance Record	2013 – School Grade –C Rdg. Proficiency, 42% Rdg. Lrg. Gains, 52 points Rdg. Imp. of Lowest 25% - 61points Rdg. AMO – 61 Math. AMO- 66 2012 – School Grade – B Rdg. Proficiency, 49% Rdg. Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 73 points Rdg. AMO – 57 Math. AMO - 63 2011 – School Grade – B Rdg. Proficiency, 66% Rdg. Lrg. Gains, 63points Rdg. Imp. of Lowest 25% - 50 points Rdg. AMO – 52 Math. AMO - 59 2010 – School Grade – C Rdg. Proficiency, 71% Rdg. Lrg. Gains, 66points Rdg. Imp. of Lowest 25% - 57 points Rdg. AMO – 48 Math. AMO - 55 2009 – School Grade – B Rdg. Proficiency, 70% Rdg. Lrg. Gains, 62points Rdg. Imp. of Lowest 25% - 60 points Rdg. AMO – MATH. Amo-	

Instructional Coaches

# of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Natre Key		
Full-time / School-based	Years as Coach: 1	Years at Current School: 13

Areas	Reading/Literacy
Credentials	Bachelor of Science, Elementary Education, Florida Memorial College; Master of Science, Reading, Barry University; Certified in: Reading K-12, Elementary; Specialist Degree, Barry University.
Performance Record	2013 – School Grade – C Rdg. Proficiency, 42 % Rdg. Lrg. Gains, 52 points Rdg. Imp. of Lowest 25% - 61 points Rdg. AMO – 61 Math AMO - 66 2012 – School Grade – B Rdg. Proficiency, 49% Rdg. Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 73 points Rdg. AMO –57 Math AMO - 63 2011 – School Grade – B Rdg. Proficiency, 66% Rdg. Lrg. Gains, 63points Rdg. Imp. of Lowest 25% - 50 points Rdg. AMO – 52 MAth. AMO - 59 2010 – School Grade – C Rdg. Proficiency, 71% Rdg. Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 57 points Rdg. AMO – 48 Math - AMO - 55 2009 – School Grade – B Rdg. Proficiency, 70% Rdg. Lrg. Gains, 62points Rdg. Imp. of Lowest 25% - 60 points Rdg. AMO – Math. AMO -

Valerie Williams-Allen		
Full-time / School-based	Years as Coach: 1	Years at Current School: 13

Areas	Mathematics
Credentials	Bachelor of Science, Liberal Studies, Barry University; Master of Science, Computer Education; Barry University; Certification in: K-6, Barry University.
Performance Record	2013 – School Grade – C Rdg. Proficiency, 42% Rdg. Lrg. Gains, 52 points Rdg. Imp. of Lowest 25% - 61 points Rdg. AMO – 61 Math. AMO - 66 2012 – School Grade – B Rdg. Proficiency, 49% Rdg. Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 73 points Rdg. AMO – 57 MATH AMO - 63 2011 – School Grade – B Rdg. Proficiency, 66% Rdg. Lrg. Gains, 63points Rdg. Imp. of Lowest 25% - 50 points Rdg. AMO – 52 MAth. AMO - 59 2010 – School Grade – C Rdg. Proficiency, 71% Rdg. Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 57 points Rdg. AMO – 48 Math - AMO - 55 2009 – School Grade – B Rdg. Proficiency, 70% Rdg. Lrg. Gains, 62points Rdg. Imp. of Lowest 25% - 60 points Rdg. AMO – Math. AMO -

Linda Pierre		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Science
Credentials	Bachelor of Science, Elementary Education, Florida International University; Master of Science, Reading K-12; Nova Southeastern University.
Performance Record	2013 – School Grade -- B Rdg. Proficiency, 42% Rdg. Lrg. Gains, 52 points Rdg. Imp. of Lowest 25% - 61 points Rdg. AMO – 60 Math. AMO - 62 2012 – School Grade – D Rdg. Proficiency, 51% Rdg. Lrg. Gains, 51 points Rdg. Imp. of Lowest 25% - 82 points Rdg. AMO – 58 Math AMO - 61 2011 – School Grade – B Rdg. Proficiency, 66% Rdg. Lrg. Gains, 63points Rdg. Imp. of Lowest 25% - 50 points Rdg. AMO – 52 MAth. AMO - 59 2010 – School Grade – C Rdg. Proficiency, 71% Rdg. Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 57 points Rdg. AMO – 48 Math - AMO - 55 2009 – School Grade – B Rdg. Proficiency, 70% Rdg. Lrg. Gains, 62points Rdg. Imp. of Lowest 25% - 60 points Rdg. AMO – Math. AMO -

Classroom Teachers

# of classroom teachers
24

receiving effective rating or higher
24, 100%

Highly Qualified Teachers
67%

certified in-field
16, 67%

 # ESOL endorsed

18, 75%

 # reading endorsed

5, 21%

 # with advanced degrees

12, 50%

 # National Board Certified

2, 8%

 # first-year teachers

1, 4%

 # with 1-5 years of experience

4, 17%

 # with 6-14 years of experience

16, 67%

 # with 15 or more years of experience

3, 13%

Education Paraprofessionals

# of paraprofessionals
2

 # Highly Qualified

2, 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

Administrator, instructional coaches, and all staff are responsible for retaining highly qualified, effective teachers in the school. Once a teacher is secured, the administration provides the resources and necessary information to support the learning environment of the teachers. Expectations are clarified and opportunities for follow up discussion are provided. The team leader, mentor, grade chair will provide the daily support of the new staff in understanding and embracing the vision of the school. The administration will share positive
messages, remind staff of state/district rules and regulations in weekly newsletters, weekly meetings one day a week will provide admin with a view of how the new teacher interacts with his/her team members, and classroom visitations with specific feedback will support the instructional demands required to be placed upon the students within each lesson. Each teacher will have the opportunity to

receive individual support from instructional coaches within the capacity of modeling, planning, and after action reflective discussions.

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

Mentor Name ------ Mentee Assigned ---- Rationale for Pairing ------ Planned Mentoring Activities
----
Valerie Wiliams-Allen Guissela Orr New Teaching Assignment Teacher will provide modeling and constructive feedback.
Valerie Williams-Allen Nadine Moise She has strengths in the Teacher will provide modeling and areas of mentoring, and assistance with the Math program.
increasing student
achievement.
Natre Key Dulce Debesa New Teacher Teacher will provide modeling and constructive feedback.
Natre Key Myrline Remarais New Teaching Teacher will provide modeling and Assignment constructive feedback.

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 use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:
1. Review OPM data for intervention groups to evaluate group and individual student response.

2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.
While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

RTI/MTSS is an extension of our school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.
1. RTI/MTSS leadership is vital, therefore, in building our team we have considered the following:
Dr. Apryle L. Kirnes, Principal, who will ensure commitment and allocate resources;
Ms. Natre Key, Reading Coach, Ms. Valerie Williams-Allen, Mathematics Coach, Ms. Linda Pierre, Science Coach, Ms. Susan Gonzalez, ESOL Teacher, and Ms. Carmen Smith, Media Specialist will extend and report on meeting the goals of the leadership team at grade levels, subject areas, and intervention groups, as well as spearheading problem solving.
Team members who will meet to review consensus, infrastructure, and implementation of building level.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as :
• Ms. Sonia Hodge, Special Education teacher
• Ms. Margaret Saint-Albin, School Guidance Counselor
• Dr. Rosalie Lober, School Psychologist
• Dr. Mary Tillman, School Social Worker
• Ms. Sally Corak, Speech / Language Pathologist
3. RTI/MTSS is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI/MTSS uses increasingly more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an on-going evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The RTI/MTSS four-step problem solving model will be used to plan, monitor and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation and response evaluation.

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

The following steps will be considered by the school's Leadership Team to address how we can utilize the RtI/MTSS process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.
Leadership Team will:
1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
• What will all students learn?
• What progress is expected at each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
• How will we respond when grades, subject areas, or class of, or individual students have not learned?
• How will we respond when students have learned or already know? (enrichment opportunities)
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold regular team meetings on a bi-weekly basis to use the four-step problem solving process as the basis for goal setting, planning and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as, updating them on all procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist in monitoring and responding to needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.
1. Data will be used to guide instructional decisions and system procedures for all students to:
• Adjust the delivery of curriculum and instruction to meet the specific needs of students
• Adjust the delivery of behavior management system
• Adjust the allocation of school-based resources
• Drive decisions regarding targeted professional development
• Create student growth trajectories in order to identify and develop interventions
2. Managed data will include:
Academic
• FAIR Assessment (through the PMRN)
• Baseline Benchmark Assessments
• State/Local Math and Science Assessments

• FCAT 2.0
• Student Grades
• School site specific assessments
• Voyager Checkpoints
• Voyager Benchmark Assessments
• Success Maker Utilization and Progress Reports
• Interim Assessments
Behavior
• Student Case Management System
• Detentions
• Suspensions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance
Referrals to special education programs

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

Training staff and parents on RTI/MTSS
The district professional development and support will include:
1. Training for all administrators in the RtI/MTSS problem solving at Tiers 1, 2, and 3, using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet and Tier 3 Problem Solving Worksheet and Intervention Plan.
2. Providing support for school staff and parents to understand basic RtI/MTSS principles and procedures;
3. Provide a network of ongoing support for RtI/MTSS organized through feeder patterns.

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:

Miami Gardens Elementary School provides personalized tutoring during the school day, Monday through Friday from September to March for all Level 1 and 2 students and other identified students seeking additional assistance in reading, science, mathematics, and writing. Each day of the week, any student can receive help with needed skills and/or FCAT preparation. Clubs and afterschool activities are structured around FCAT skills, (FEA, Dance Squad, AAA, etc.) Level 1 and 2 students will remain afterschool to receive individualized tutoring in reading, science, mathematics and writing.

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?

Ongoing Progress Monitoring takes place through the use of the PMRN and Edusoft systems which provide data interpretation of the results of the different components in the FAIR assessment, the administration of in-house Next Generation Sunshine State Standards Benchmark Assessments, Common Core State Standards, and the analysis of the Voyager Passport and SuccessMaker data.

Who is responsible for monitoring implementation of this strategy?

Persons responsible include Administration and Coaches.

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Apryle L. Kirnes	Principal
Alicia Costa-DeVito	Assistant Principal
Carmen Smith	Media Specialist
Susan Gonzalez	ESOL Chair
Linda Pierre	Science Coach
Natre Key	Reading Coach
Sonia Hodge	SPED Chair
Valerie Williams-Allen	Math Coach

How the school-based LLT functions

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy

challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level.

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month. The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. The RLT maintains a connection to the school's Response to Intervention process by using the RtI/MTSS problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Reading Leadership Team will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Major initiatives of the LLT

The major initiative is to ensure that teachers are exposing students to rigorous reading instruction by incorporating questioning at higher levels of the DOK wheel. Reading Coach will prepare PD's to assist teachers in analyzing the "true" meaning of rigor, analyzing plans to ensure that there is alignment between the learner outcome, the activities and the assessments. LLT will be an integral component of common planning blocks.

Every Teacher Contributes to Reading Instruction

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

Preschool Transition

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

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

Title I Administrations assists Miami Gardens Elementary by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program provides further assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four- year old children. At Miami Gardens Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. Areas of assessment for all students include Basic Skills/ School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/ Processing. Specifically, the Florida Kindergarten Readiness Screener (FLKRS) will be used to assess basic academic skills development and the academic school readiness of incoming students. Florida Assessments for Instruction in Reading (FAIR) will be administered three times during the course of the school year to ascertain phonemic awareness skills, phonological awareness, and listening comprehension.

Initial screening data will be collected and aggregated as soon as the testing window is determined by

the Florida Center for Reading Research (FCRR). Data will be used to plan daily academic and social/ emotional instruction for all students and for groups of students or individually students who may need intervention beyond the core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided and independent practice of all academic and/or social emotional skills identified by the screening data. Screening tools will be re-administered mid-year and at the end of the year to determine student learning gains and if any changes in the instructional/ intervention programs are necessary.

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	57%	42%	No	61%
American Indian				
Asian				
Black/African American	50%	47%	No	55%
Hispanic	58%	40%	No	62%
White				
English language learners	42%	24%	No	48%
Students with disabilities	16%	10%	No	23%
Economically disadvantaged	54%	42%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	27	23%	27%
Students scoring at or above Achievement Level 4	22	18%	20%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		52%	57%
Students in lowest 25% making learning gains (FCAT 2.0)		61%	65%

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)	44	55%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	20	25%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	22	28%	35%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	28	53%	58%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	56%	No	66%
American Indian				
Asian				
Black/African American	52%	56%	Yes	57%
Hispanic	66%	54%	No	69%
White				
English language learners	55%	46%	No	60%
Students with disabilities	31%	10%	No	38%
Economically disadvantaged	61%	56%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	36	30%	33%
Students scoring at or above Achievement Level 4	30	25%	26%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		47%	52%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		38%	44%

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	*[data excluded for privacy reasons]*		14%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		3%

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		4
Participation in STEM-related experiences provided for students	40	80%	90%

Area 6: Career and Technical Education (CTE)

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

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	29	10%	9%
Students retained, pursuant to s. 1008.25, F.S.	21	7%	6%
Students who are not proficient in reading by third grade	16	48%	43%
Students who receive two or more behavior referrals	62	21%	20%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Miami Gardens Elementary is a Title 1 school and will complete the online Parental Involvement Plan In September.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. The results of the 2013 FCAT Reading Test indicate that 42% of students achieved level proficiency. Our goal for the 2013-2014 school year is to increase by 19 percentage points to 61%.

G2. The results of the 2013 FCAT Writing performance results indicate that 53% of students in fourth grade scored at or above a 3.5. Students in 4th grade will increase their proficiency in writing with Conventions and Support by 5 percentage points to 58%.

G3. The results of the 2013-2014 FCAT Math indicate that 56% of students achieved level proficiency. Our goal for the 2013-2014 school year is to increase by 10 percentage points to 66%.

G4. The 2013 FCAT Science Performance results indicated that 8% of the students in the fifth grade scored at or above a 3.0. The 2014 FCAT Science Target for all students in grade five is to score a 3.0 or higher.

G5. The goal for the 2013-2014 FCAT 2.0 science and mathematics assessment is to increase 3rd through 5th grade students achieving proficiency in Science and in Math by increasing the number of students participating in project based learning in Stem.

G6. Student academic development is directly connected to student attendance. Our goal will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.

Goals Detail

G1. The results of the 2013 FCAT Reading Test indicate that 42% of students achieved level proficiency. Our goal for the 2013-2014 school year is to increase by 19 percentage points to 61%.

Targets Supported

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

Resources Available to Support the Goal

- Reading Coach, Interventionist, Wonder Works Accelerated Reading, SuccessMaker and Reading Plus

Targeted Barriers to Achieving the Goal

- According to the 2013 FCAT, Hispanic, Black, and ED subgroups struggled to meet target goals due to difficulty in comprehending complex text.

- ELL students lacked sufficient practice working with language acquisition skills. Students experience difficulty in determining the meaning of unfamiliar words.

- SWD experienced difficulty in Reading Application and determining the meaning of unfamiliar words.

- Students scoring level 3 on the FCAT lacked the ability to comprehend and analyze informational text. Students scoring level 3 also showed difficulty in literary analysis of non-fiction text.

- Students scoring level 4 and above experienced difficulty in determining the meaning of unfamiliar words and analyzing informational text.

- Students struggled in making overall learning gains due to difficulty in analyzing informational text and need more specific instruction in reading application.

- Students in the lowest 25% experienced difficulty in reading application, analyzing informational text, and identifying the meaning of unfamiliar words.

- According to the listening/speaking portion of the CELLA, students lacked sufficient opportunities to engage in collaborative talk and dialogue to increase communication and vocabulary skills.

- According to the Reading portion of the CELLA, students lacked the necessary vocabulary to be successful in determining word meaning.

- According to the Writing portion of CELLA, students lacked the necessary grammar skills to be successful in the writing process.

Plan to Monitor Progress Toward the Goal

Following the FCIM Model, Mini Benchmark Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

Administration, Reading Coach and Teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G2. The results of the 2013 FCAT Writing performance results indicate that 53% of students in fourth grade scored at or above a 3.5. Students in 4th grade will increase their proficiency in writing with Conventions and Support by 5 percentage points to 58%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Teachers, Reading Coach and Administration.

Targeted Barriers to Achieving the Goal
- Students' performance data from the 2013 FCAT Writing 2.0 indicates that students showed deficiency with Conventions and Support.

Plan to Monitor Progress Toward the Goal

Following the FCIM Model Monthly Writing Prompts

Person or Persons Responsible
Administration, Reading Coach and Teachers.

Target Dates or Schedule:
On-going

Evidence of Completion:
Formative Assessments: Writer's Notebooks, Monthly Writing Assessments, Baseline, Mid-Year, and Post Writing Tests Summative Assessment: 2014 FCAT 2.0 Writing

G3. The results of the 2013-2014 FCAT Math indicate that 56% of students achieved level proficiency. Our goal for the 2013-2014 school year is to increase by 10 percentage points to 66%.

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

Resources Available to Support the Goal
- Administration, Math Coach and Teachers.

Targeted Barriers to Achieving the Goal
- According to the 2012-2013 performance data, Hispanic and ED subgroups lack the exposure to supplemental enrichment activities needed to enhance mathematical concepts and skills in Geometry and Measurement.

- According to the 2012-2013 performance data for the students making learning gains on the 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to limited exposure to correlating problem solving and real world situations.

- According to the 2012-2013 performance data for the Lowest 25% students indicate that there is a deficiency in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to limited exposure to correlating problem solving and real world situations.

- Performance data for the students scoring at Achievement Level 3 and above on the 2012-2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to limited exposure to correlating problem solving and real world situations.

- ELL students did not make AMO for the 2012-2013 FCAT 2.0 in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to lack of quick recall of basic Mathematics skills.

- SWD students did not make AMO for the 2012-2013 FCAT 2.0 in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to lack of quick recall of basic Mathematics skills.

Plan to Monitor Progress Toward the Goal

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible
Administration, Math Coach and Teachers.

Target Dates or Schedule:
On-going

Evidence of Completion:
Formative: District Interim Assessments, Bi-Weekly, Mini Benchmark Assessments; Curriculum Based Assessments will be used to monitor student progress Summative Assessment: 2014 FCAT 2.0 Mathematics Assessment

G4. The 2013 FCAT Science Performance results indicated that 8% of the students in the fifth grade scored at or above a 3.0. The 2014 FCAT Science Target for all students in grade five is to score a 3.0 or higher.

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Administration, Science Coach and Teachers.

Targeted Barriers to Achieving the Goal
- There is insufficient evidence of effective science labs or hands-on activities in the science classrooms.
- Students in grades 5 had difficulty in all areas, specifically in physical Science and Nature of Science areas.

Plan to Monitor Progress Toward the Goal

Following the FCIM Model District Interim Assessment data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible
Administration, Science Coach and Teachers.

Target Dates or Schedule:
On-going

Evidence of Completion:
Formative Assessment: Monthly assessment review; Science coach will review lab journals and science lab write-ups bi-weekly. Summative Assessment: Interim Assessment, School-wide Assessments

G5. The goal for the 2013-2014 FCAT 2.0 science and mathematics assessment is to increase 3rd through 5th grade students achieving proficiency in Science and in Math by increasing the number of students participating in project based learning in Stem.

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- Science Coach and Math Coach

Targeted Barriers to Achieving the Goal
- Students did not receive enough exposure targeting the correlation between Science and Mathematics.

Plan to Monitor Progress Toward the Goal

Data from by-weekly benchmark assessments will also be analyzed to monitor effectiveness of Science labs and student progress.

Person or Persons Responsible
Science Coach and Math Coach

Target Dates or Schedule:
On-Going

Evidence of Completion:
Formative: GIZMO Mini-Assessments; Lab Reports Summative: Interim Assessments; 2014 FCAT

G6. Student academic development is directly connected to student attendance. Our goal will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.

Targets Supported

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Administration, Social Worker, and the Guidance Counselor

Targeted Barriers to Achieving the Goal

- 29 students missed 10% or more of instructional time.

- There were 62 students who received two or more behavior referrals.

- 7% of the students were retained in grade Prek to Grade 5 last year.

Plan to Monitor Progress Toward the Goal

Remind parents through Connect Ed, and through the school News Bulletin

Person or Persons Responsible
Administration, School Counselor, and Office Personnel

Target Dates or Schedule:
On-Going

Evidence of Completion:
Attendance Report, Attendance Rosters, Early release logs

Action Plan for Improvement

Problem Solving Key

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

G1. The results of the 2013 FCAT Reading Test indicate that 42% of students achieved level proficiency. Our goal for the 2013-2014 school year is to increase by 19 percentage points to 61%.

G1.B1 According to the 2013 FCAT, Hispanic, Black, and ED subgroups struggled to meet target goals due to difficulty in comprehending complex text.

G1.B1.S1 Implement and monitor the effective use of data driven instruction.

Action Step 1

During differentiated instruction, students will receive instruction in teacher led center that will address the identified deficiency. Students will be assigned specific tasks, which are focused on their individual needs ,based on District assessments and classroom data. The LLT along with the MTSS/RtI team will review students' interim assessment reports and classroom assessment data to monitor progress and adjust instruction as needed. Students will practice returning to the text to support and verify their answers through their reading text and assignments.

Person or Persons Responsible

Administration, Reading Coach and Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Facilitator:

Reading Coach

Participants:

Administration, Reading Coach and Teachers

Action Step 2

In smaller group setting, the teacher will be provided opportunities to distinguish their own point of view from that of the narrator, character, or of the author of the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Fidelity: Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction will be adjusted as needed. (LLT, Monthly); Effectiveness: Following the FCIM Model, Teacher made assessments, Interim Assessment data reports will be reviewed and instruction will be adjusted as needed. (LLT, Monthly).

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

Following the FCIM Model, Mini Benchmark Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

Administration, Reading Coach and Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM Model, Mini Benchmark Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

Administration, Reading Coach and Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G1.B2 ELL students lacked sufficient practice working with language acquisition skills. Students experience difficulty in determining the meaning of unfamiliar words.

G1.B2.S1 Utilize reading comprehension strategies.

Action Step 1

Plan and provide scaffolded instruction for ELL based on language performance indicators and level of proficiency. Increase the use of graphic organizers, visuals, and collaborative strategies.

Person or Persons Responsible

Administration, Reading Coach, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

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

Following the FCIM Model, Mini Benchmark Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

Administration, ESOL chair, and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM Model, Mini Benchmark Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

Administration, ESOL chair, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G1.B3 SWD experienced difficulty in Reading Application and determining the meaning of unfamiliar words.

G1.B3.S1 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

Plan and implement appropriate strategies and accommodations using IEPs for the SWD students. Allow for increased opportunities to engage in small group instruction focused on reading comprehension strategies. Students will use context clues as well as explicit instruction in determining the meaning of unfamiliar words. Close reading strategies will be implemented to address reading application deficiencies.

Person or Persons Responsible

Administration, Reading coach, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

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

Following the FCIM Model, Mini Benchmark Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

Administration, Teachers, Reading coach, SPED chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM Model, Mini Benchmark Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

Administration, Teachers, Reading coach, SPED chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G1.B4 Students scoring level 3 on the FCAT lacked the ability to comprehend and analyze informational text. Students scoring level 3 also showed difficulty in literary analysis of non-fiction text.

G1.B4.S1 Implement and monitor the effective use of data driven instruction.

Action Step 1

During differentiated instruction, students will receive instruction in teacher led center. Students will be assigned on SuccessMaker that are focused interpreting elements of a story and utilizing text features to locate, interpret and organizing the information.

Person or Persons Responsible

Reading Coach and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

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

Following the FCIM Model, Mini Benchmark Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

Reading Coach, and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM Model, Mini Benchmark Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

Reading Coach and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G1.B5 Students scoring level 4 and above experienced difficulty in determining the meaning of unfamiliar words and analyzing informational text.

G1.B5.S1 Implement and monitor targeted enrichment opportunities.

Action Step 1

Teachers will utilize grade level text that includes identifying author's purpose for writing, including informing, telling a story, conveying a particular mood, and entertaining or explaining. Students will have the opportunity to engage in novels and extension activities focused on critical thinking skills, analyzing the text, synthesizing the information, and citing evidence for written responses.

Person or Persons Responsible

Administration, Teachers, Reading coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

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

Following the FCIM Model, Mini Benchmark Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

Administration, teachers, and Reading coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM Model, Mini Benchmark Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

Administration, teachers, and reading coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G1.B6 Students struggled in making overall learning gains due to difficulty in analyzing informational text and need more specific instruction in reading application.

G1.B6.S1 Provide opportunities for critical thinking strategies during instruction.

Action Step 1

Students will use collaborative strategies throughout the Reading Block. (Gallery Walk, Pencil talk, and Accountable Talk). Teachers will provide a variety of enrichment instructional strategies and activities that include character development, point of view, setting, descriptive and figurative language.

Person or Persons Responsible

Teachers and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

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

Following the FCIM Model, Mini Benchmark Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

Teachers, Administration, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM Model, Mini Benchmark Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

Teachers, Administration, and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G1.B7 Students in the lowest 25% experienced difficulty in reading application, analyzing informational text, and identifying the meaning of unfamiliar words.

G1.B7.S1 Implement and monitor the effective use of data driven instruction.

Action Step 1

During differentiated instruction, students will receive instruction in teacher led center that will address the identified deficiency. Students will be assigned specific tasks on Success Maker that are focused on utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and adjust instruction as needed. Teachers will use the Elements of Reading for small group instruction.

Person or Persons Responsible

Administration, Teachers, and the Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

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

Following the FCIM Model, Mini Benchmark Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

Administration, Teachers, and the Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM Model, Mini Benchmark Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

Administration, teachers, and the reading coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G1.B8 According to the listening/speaking portion of the CELLA, students lacked sufficient opportunities to engage in collaborative talk and dialogue to increase communication and vocabulary skills.

G1.B8.S1 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

Whole group instruction will be used to introduce new materials and strategies to the entire class. After the introduction of the lesson, the class will break into smaller groups to provide opportunities for students with common needs such as reinforcement and/or enrichment.

Person or Persons Responsible

Administration, Teachers, and the Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

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

Following the FCIM Model, Mini Benchmark Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

Administration, Teachers, and the Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM Model, Mini Benchmark Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

Administration, Teachers, and the Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G1.B9 According to the Reading portion of the CELLA, students lacked the necessary vocabulary to be successful in determining word meaning.

G1.B9.S1 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

Teachers will utilize KWL charts to build background knowledge and Chunking will also be utilized to improve students vocabulary development.

Person or Persons Responsible

Teachers and Cella Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

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

Following the FCIM Model, Mini Benchmark Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

Teachers, Reading Coach, Science Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B9.S1

Following the FCIM Model, Mini Benchmark Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

Teachers, Reading Coach, and Science Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G1.B10 According to the Writing portion of CELLA, students lacked the necessary grammar skills to be successful in the writing process.

G1.B10.S1 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

Teachers will plan and implement differentiated instruction focusing on sentence structure and paragraphing. Teachers will also conduct mini-lessons.

Person or Persons Responsible

Teachers, Reading Coach, and Science Chair.

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

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

Following the FCIM Model, Mini Benchmark Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

Administration, Teachers, Reading Coach, and Science Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B10.S1

Following the FCIM Model, Mini Benchmark Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

Administration, Teachers, Reading Coach, and Science Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G2. The results of the 2013 FCAT Writing performance results indicate that 53% of students in fourth grade scored at or above a 3.5. Students in 4th grade will increase their proficiency in writing with Conventions and Support by 5 percentage points to 58%.

G2.B1 Students' performance data from the 2013 FCAT Writing 2.0 indicates that students showed deficiency with Conventions and Support.

G2.B1.S1 Students will participate in monthly writing challenges addressing narrative and expository prompts. Students will use organizational strategies to make a plan for formatting great beginnings using supportive details or providing facts and/or opinions through concrete examples. Students will use and maintain interactive journals for daily writing, focusing on real life situations

Action Step 1

Teachers will conduct mini-lessons, monthly writing focus calenders, and group students to provide differentiated instruction.

Person or Persons Responsible

Administration, Reading Coach and Teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments: Writer's Notebooks, Monthly Writing Assessments, Baseline, Mid-Year, and Post Writing Tests Summative Assessment: 2014 FCAT 2.0 Writing

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

Following the FCIM Model Monthly Writing Prompts

Person or Persons Responsible

Administration, Reading Coach and Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments: Writer's Notebooks, Monthly Writing Assessments, Baseline, Mid-Year, and Post Writing Tests Summative Assessment: 2014 FCAT 2.0 Writing

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM Model Monthly Writing Prompts

Person or Persons Responsible

Administration, Reading Coach and Teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments: Writer's Notebooks, Monthly Writing Assessments, Baseline, Mid-Year, and Post Writing Tests Summative Assessment: 2014 FCAT 2.0 Writing

G3. The results of the 2013-2014 FCAT Math indicate that 56% of students achieved level proficiency. Our goal for the 2013-2014 school year is to increase by 10 percentage points to 66%.

G3.B1 According to the 2012-2013 performance data, Hispanic and ED subgroups lack the exposure to supplemental enrichment activities needed to enhance mathematical concepts and skills in Geometry and Measurement.

G3.B1.S1 Use data to set goals and differentiate instruction.

Action Step 1

Encourage students to attend before and after school tutorial services which are provided by selected agencies and/or the Academic Achievers Academy (AAA) program available at Miami Gardens Elementary. The school will also provide Saturday Academy to give students additional assistance. Conduct walk through during the tutorials. Develop a subgroup on Edusoft to monitor the progress of the student participation in the tutorials.

Person or Persons Responsible

Administration, Math Coach and Teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Formative: District Interim Assessments, Bi-Weekly, Mini Benchmark Assessments; Curriculum Based Assessments will be used to monitor student progress Summative Assessment: 2014 FCAT 2.0 Mathematics Assessment

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

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

Administration, Math Coach, Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative: District Interim Assessments, Bi-Weekly, Mini Benchmark Assessments; Curriculum Based Assessments will be used to monitor student progress Summative Assessment: 2014 FCAT 2.0 Mathematics Assessment

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

Administration, Math Coach and Teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Formative: District Interim Assessments, Bi-Weekly, Mini Benchmark Assessments; Curriculum Based Assessments will be used to monitor student progress Summative Assessment: 2014 FCAT 2.0 Mathematics Assessment

G3.B2 According to the 2012-2013 performance data for the students making learning gains on the 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to limited exposure to correlating problem solving and real world situations.

G3.B2.S1 Provide students with necessary interventions and enrichment as reflected by assessment data.

Action Step 1

Student will receive intensive intervention throughout the school year, such as SuccessMaker Math, Curriculum Based online intervention, and differentiated instruction. Students will be placed into differentiated instruction groups based on benchmark data. These groups will not remain as the students make learning progress.

Person or Persons Responsible

Administration, Math Coach and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: District Interim Assessments, Bi-Weekly, Mini Benchmark Assessments; Curriculum Based Assessments will be used to monitor student progress Summative Assessment: 2014 FCAT 2.0 Mathematics Assessment

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

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

Administration, Math Coach and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: District Interim Assessments, Bi-Weekly, Mini Benchmark Assessments; Curriculum Based Assessments will be used to monitor student progress Summative Assessment: 2014 FCAT 2.0 Mathematics Assessment

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

Administration, Math Coach and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: District Interim Assessments, Bi-Weekly, Mini Benchmark Assessments; Curriculum Based Assessments will be used to monitor student progress Summative Assessment: 2014 FCAT 2.0 Mathematics Assessment

G3.B3 According to the 2012-2013 performance data for the Lowest 25% students indicate that there is a deficiency in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to limited exposure to correlating problem solving and real world situations.

G3.B3.S1 Take part in regular embedded professional development.

Action Step 1

Student will use the interactive notebook to demonstrate understanding of the objective and essential questions through student generated representational models, responses, and cooperative learning. Teachers will attend professional developments on instructional strategies to increase the delivery of qualitative rigorous instruction.

Person or Persons Responsible

Administration, Math Coach and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: District Interim Assessments, Bi-Weekly, Mini Benchmark Assessments; Curriculum Based Assessments will be used to monitor student progress Summative Assessment: 2014 FCAT 2.0 Mathematics Assessment

Facilitator:

Math Coach

Participants:

Teachers

Action Step 2

Provide grade-level appropriate activities in a small group setting to develop and retain an understanding of the learned concept of multiplication, division, geometric and measurement concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Fidelity: Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted if needed (MTSS Math Coach)

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

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

Math Coach, Teachers, and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: District Interim Assessments, Bi-Weekly, Mini Benchmark Assessments; Curriculum Based Assessments will be used to monitor student progress Summative Assessment: 2014 FCAT 2.0 Mathematics Assessment

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

Math Coach, teachers, and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: District Interim Assessments, Bi-Weekly, Mini Benchmark Assessments; Curriculum Based Assessments will be used to monitor student progress Summative Assessment: 2014 FCAT 2.0 Mathematics Assessment

G3.B4 Performance data for the students scoring at Achievement Level 3 and above on the 2012-2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to limited exposure to correlating problem solving and real world situations.

G3.B4.S1 Incorporate a variety of Higher Order Thinking Strategies into lesson delivery.

Action Step 1

Exposed students to more higher order thinking questions using curriculum based technology and problem based learning through non-routine problem solving questions. Teachers will attend professional developments on instructional strategies to increase the delivery of qualitative rigorous instruction. The teacher will implement differentiated instruction to focus on the individual student learning needs based on data to monitor the effectiveness.

Person or Persons Responsible

Administration, Teachers and Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments, Bi-Weekly, Mini Benchmark Assessments; Curriculum Based Assessments will be used to monitor student progress Summative Assessment: 2014 FCAT 2.0 Mathematics Assessment

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

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

Administration, Math Coach and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments, Bi-Weekly, Mini Benchmark Assessments; Curriculum Based Assessments will be used to monitor student progress Summative Assessment: 2014 FCAT 2.0 Mathematics Assessment

Plan to Monitor Effectiveness of G3.B4.S1

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

Administration, Math Coach and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments, Bi-Weekly, Mini Benchmark Assessments; Curriculum Based Assessments will be used to monitor student progress Summative Assessment: 2014 FCAT 2.0 Mathematics Assessment

G3.B5 ELL students did not make AMO for the 2012-2013 FCAT 2.0 in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to lack of quick recall of basic Mathematics skills.

G3.B5.S1 Incorporate Reading Comprehension and Writing Strategies.

Action Step 1

Students will use an interactive notebook to engage in mathematics using the CRA (concrete, representational, analytical) model. Their interactive notebook is a writing instrument that will allow the student to conclude the lesson by generating models and examples to demonstrate understanding of essential question.

Person or Persons Responsible

Administration, Math Coach and Teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments, Bi-Weekly, Mini Benchmark Assessments; Curriculum Based Assessments will be used to monitor student progress Summative Assessment: 2014 FCAT 2.0 Mathematics Assessment

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

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

Administration, Math Coach and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments, Bi-Weekly, Mini Benchmark Assessments; Curriculum Based Assessments will be used to monitor student progress Summative Assessment: 2014 FCAT 2.0 Mathematics Assessment

Plan to Monitor Effectiveness of G3.B5.S1

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

Administration, Math Coach and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: District Interim Assessments, Bi-Weekly, Mini Benchmark Assessments; Curriculum Based Assessments will be used to monitor student progress Summative Assessment: 2014 FCAT 2.0 Mathematics Assessment

G3.B6 SWD students did not make AMO for the 2012-2013 FCAT 2.0 in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to lack of quick recall of basic Mathematics skills.

G3.B6.S1 Utilize accommodations when planning and delivering lessons.

Action Step 1

In a small group setting, the teacher will focus on strategies to identify models of multiplication and/or division situations for basic multiplication facts and related division facts.

Person or Persons Responsible

Administration, Math Coach, SPED Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments, Bi-Weekly, Mini Benchmark Assessments; Curriculum Based Assessments will be used to monitor student progress Summative Assessment: 2014 FCAT 2.0 Mathematics Assessment

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

Following the FCIM Model, Mini Benchmark Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

Math Coach, Teachers, and SPED Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments, Bi-Weekly, Mini Benchmark Assessments; Curriculum Based Assessments will be used to monitor student progress Summative Assessment: 2014 FCAT 2.0 Mathematics Assessment

Plan to Monitor Effectiveness of G3.B6.S1

Following the FCIM Model, Mini Benchmark Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

Math Coach, Teachers, and SPED Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments, Bi-Weekly, Mini Benchmark Assessments; Curriculum Based Assessments will be used to monitor student progress Summative Assessment: 2014 FCAT 2.0 Mathematics Assessment

G4. The 2013 FCAT Science Performance results indicated that 8% of the students in the fifth grade scored at or above a 3.0. The 2014 FCAT Science Target for all students in grade five is to score a 3.0 or higher.

G4.B1 There is insufficient evidence of effective science labs or hands-on activities in the science classrooms.

G4.B1.S1 Utilize planning to develop lessons that incorporate the use of the Gradual Release Model.

Action Step 1

Provide enrichment activities for students to design and develop science projects to increase scientific thinking and reinforce higher order thinking skills. Students will make connections to real-world experiences by participating in weekly science labs and then explaining by writing the results in their Interactive Science journals. After school weekly boot camp to address monthly benchmarks through hands-on activities.

Person or Persons Responsible

Administration, Science Coach and Teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessment: Monthly assessment review; Science coach will review lab journals and science lab write-ups bi-weekly. Summative Assessment: Interim Assessment, School-wide Assessments

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

Following the FCIM Model District Interim Assessment data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

Administration, Science Coach and Teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessment: Monthly assessment review; Science coach will review lab journals and science lab write-ups bi-weekly. Summative Assessment: Interim Assessment, School-wide Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM Model District Interim Assessment data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

Administration, Science Coach and Teachers.

Target Dates or Schedule

On-going.

Evidence of Completion

Formative Assessment: Monthly assessment review; Science coach will review lab journals and science lab write-ups bi-weekly. Summative Assessment: Interim Assessment, School-wide Assessments

G4.B2 Students in grades 5 had difficulty in all areas, specifically in physical Science and Nature of Science areas.

G4.B2.S1 Increase rigor in science writing and provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards.

Action Step 1

Students need to be exposed to Fair Game benchmarks from K-4 in order to increase the levels of proficiency while in 5th grade. Provide students with additional opportunities to engage in enrichment activities that will expose them to challenging experiments dealing with real-world situations. Target the top students based on the Baseline Assessment and have them participate in Science Boot Camps in order to increase the hands-on experiences.

Person or Persons Responsible

Science Coach and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: Monthly assessment review; Science coach will review lab journals and science lab write-ups bi-weekly. Summative Assessment: Interim Assessment, School-wide Assessments

Facilitator:

Science Coach

Participants:

Teachers

Action Step 2

Students will participate in various in class science experiments and participate in the school wide Science Fair

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Following the FCIM Model District Interim Assessments data report will be reviewed and instruction adjusted if needed (MTSS Science Coach)

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

Science coach will monitor the maintenance of students Interactive Science journals.

Person or Persons Responsible

Science Coach and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: Monthly assessment review; Science coach will review lab journals and science lab write-ups bi-weekly. Summative Assessment: Interim Assessment, School-wide Assessments

Plan to Monitor Effectiveness of G4.B2.S1

Science coach will monitor the maintenance of students Interactive Science journals.

Person or Persons Responsible

Science Coach and Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: Monthly assessment review; Science coach will review lab journals and science lab write-ups bi-weekly. Summative Assessment: Interim Assessment, School-wide Assessments

G4.B2.S2 Students will develop and increase scientific thinking skills as well as formulate testable questions, evaluate investigations and experiments, organize data, identify a controlled group, interpret data, analyze information, distinguish between observations and opinions and defend conclusions.

Action Step 1

Students will participate in various in class science experiments and participate in the school wide Science Fair

Person or Persons Responsible

Administration, Science Coach, and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: Monthly assessment review; Science coach will review lab journals and science lab write-ups bi-weekly. Summative Assessment: Interim Assessment, School-wide Assessments

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

Following the FCIM Model, Mini Benchmark Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

Administration, Science Coach, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: Monthly assessment review; Science coach will review lab journals and science lab write-ups bi-weekly. Summative Assessment: Interim Assessment, School-wide Assessments

Plan to Monitor Effectiveness of G4.B2.S2

Following the FCIM Model, Mini Benchmark Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

Administration, Science Coach, and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: Monthly assessment review; Science coach will review lab journals and science lab write-ups bi-weekly. Summative Assessment: Interim Assessment, School-wide Assessments

G5. The goal for the 2013-2014 FCAT 2.0 science and mathematics assessment is to increase 3rd through 5th grade students achieving proficiency in Science and in Math by increasing the number of students participating in project based learning in Stem.

G5.B1 Students did not receive enough exposure targeting the correlation between Science and Mathematics.

G5.B1.S1 Provide opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to the Physical Science, Earth/Space Science, Life Science, Nature of Science.

Action Step 1

Utilize differentiated instruction strategies in all grade levels Students in grades K-5 will participate in the school wide Science Fair Monitoring students steps towards completing Science Fair project

Person or Persons Responsible

Science Coach, and Math Coach

Target Dates or Schedule

On-Going

Evidence of Completion

Formative: GIZMO mini-assessments; Lab Reports Summative: Interim Assessments; 2014 FCAT

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

Science Fair Projects, and Lesson Plans.

Person or Persons Responsible

Administration, Science, and Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Formative: GIZMO mini-assessments; Lab Reports Summative: Interim Assessments; and 2014 FCAT Results

Plan to Monitor Effectiveness of G5.B1.S1

Science Fair Projects, and Lesson Plans

Person or Persons Responsible

Administration, Science Coach, and Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Formative: GIZMO mini-assessments; Lab Reports Summative: Interim Assessments; 2014 FCAT

G6. Student academic development is directly connected to student attendance. Our goal will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.

G6.B1 29 students missed 10% or more of instructional time.

G6.B1.S1 Faculty will review attendance guidelines, procedures, and school calendar with parents during Open House, through Connect Ed messages, and through individual contact with parents.

Action Step 1

Remind Parents through Connect Ed, and through the Monthly news Bulletin

Person or Persons Responsible

Administration, Teachers, School Counselor, and Office Personnel

Target Dates or Schedule

On-Going

Evidence of Completion

Attendance Report, Attendance Rosters, Early release logs

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

Remind Parents through Connect Ed, and the school News Bulletin

Person or Persons Responsible

Administration, School Counselor, and Office Personnel

Target Dates or Schedule

On-Going

Evidence of Completion

Attendance Report, Attendance Rosters, Early release logs

Plan to Monitor Effectiveness of G6.B1.S1

Remind parents through Connect Ed, and through the school News Bulletin

Person or Persons Responsible

Administration, School Counselor, and Office personnel

Target Dates or Schedule

On-Going

Evidence of Completion

Attendance Report, Attendance Rosters, Early release logs

G6.B2 There were 62 students who received two or more behavior referrals.

G6.B2.S1 The MTSS?RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Action Step 1

Administration and the Attendance Review Committee will monitor the improvement of students with a pattern of non-attendance and/or tardiness.

Person or Persons Responsible

LLT, Student Services, MTSS/RtI

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Formative Assessment: Quaterly Attendance Summaries Summative Assessment: Yearly Attendance Summary.

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

Administration and the Attendance Review Committee will monitor the improvement of students with a pattern of non-attendance and/or tardiness.

Person or Persons Responsible

LLT, Student Services, MTSS/RtI

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Formative Assessment: Quaterly Attendance Summaries Summative Assessment: Yearly Attendance Summary.

Plan to Monitor Effectiveness of G6.B2.S1

Administration and the Attendance Review Committee will monitor the improvement of students with a pattern of non-attendance and/or tardiness.

Person or Persons Responsible

LLT, Student Services, MTSS/RtI

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Formative Assessment: Quaterly Attendance Summaries Summative Assessment: Yearly Attendance Summary.

Coordination and Integration

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

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

Title I, Part A
Miami Gardens Elementary School provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the school, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participation in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents. Other components that are integrated into the school-wide program include a Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless and delinquent students.
Title I, Part C- Migrant
Miami Gardens Elementary provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning services by the Title I, Part C, Migrant Education Program.
Title I, Part D
The District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district drop-out prevention programs.
Title II
The District uses supplemental funds for improving basic education as follows:
• Training to certify qualified mentors for the New Teacher (MINT) Program
• Training for add-on endorsement programs, such as Reading, Gifted, ELL
• Training for substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols
Title III
Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide:
• Tutorial programs (K-5)

• Parent outreach activities
• Behavioral/mental counseling services
• Professional development on best practices for ELL and content area teachers
• Reading and supplementary instructional materials
• Hardware and software for the development of language and literacy skills in reading, mathematics, and science is purchased for schools to be used by ELL students
Title VI, Part B - NA
Title X- Homeless
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth
Miami Gardens Elementary has identified a school based homeless coordinator who will be trained on the McKinney-Vento Law to ensure appropriate services are provided to the homeless.
Supplemental Academic Instruction (SAI)
Miami Gardens Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEEP) allocation.
Violence Prevention Programs
Miami Gardens Elementary participates in the Safe and Drug Free Schools Program. This program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and elementary counselors. In addition, the school social worker presented a series of lessons regarding bullying to students.
Nutrition Programs
Miami Gardens Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through the physical education program. Miami Gardens Elementary School's Food Service Program, school breakfast, lunch, as well as after-care snacks, follows the Healthy Food and Beverage guidelines adopted in the District's Wellness Program.
Housing Programs - N/A
Head Start
Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.
Adult Education – N/A
Career and Technical Education – N/A
Job Training – N/A
Other
Health Connect in Our School
• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds

• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide
• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services
• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner
• HCiOS enhances the health education activities provided by the schools and by the health department
• HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program
HIV/AIDS Curriculum: AIDS Get the Facts!
• AIDS: GET the Facts!, is a curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12
• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel
• HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics
Miami Lighthouse / Heiken Children's Vision Program
Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 FCAT Reading Test indicate that 42% of students achieved level proficiency. Our goal for the 2013-2014 school year is to increase by 19 percentage points to 61%.

G1.B1 According to the 2013 FCAT, Hispanic, Black, and ED subgroups struggled to meet target goals due to difficulty in comprehending complex text.

G1.B1.S1 Implement and monitor the effective use of data driven instruction.

PD Opportunity 1

During differentiated instruction, students will receive instruction in teacher led center that will address the identified deficiency. Students will be assigned specific tasks, which are focused on their individual needs ,based on District assessments and classroom data. The LLT along with the MTSS/RtI team will review students' interim assessment reports and classroom assessment data to monitor progress and adjust instruction as needed. Students will practice returning to the text to support and verify their answers through their reading text and assignments.

Facilitator

Reading Coach

Participants

Administration, Reading Coach and Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3. The results of the 2013-2014 FCAT Math indicate that 56% of students achieved level proficiency. Our goal for the 2013-2014 school year is to increase by 10 percentage points to 66%.

G3.B3 According to the 2012-2013 performance data for the Lowest 25% students indicate that there is a deficiency in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to limited exposure to correlating problem solving and real world situations.

G3.B3.S1 Take part in regular embedded professional development.

PD Opportunity 1

Student will use the interactive notebook to demonstrate understanding of the objective and essential questions through student generated representational models, responses, and cooperative learning. Teachers will attend professional developments on instructional strategies to increase the delivery of qualitative rigorous instruction.

Facilitator

Math Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: District Interim Assessments, Bi-Weekly, Mini Benchmark Assessments; Curriculum Based Assessments will be used to monitor student progress Summative Assessment: 2014 FCAT 2.0 Mathematics Assessment

G4. The 2013 FCAT Science Performance results indicated that 8% of the students in the fifth grade scored at or above a 3.0. The 2014 FCAT Science Target for all students in grade five is to score a 3.0 or higher.

G4.B2 Students in grades 5 had difficulty in all areas, specifically in physical Science and Nature of Science areas.

G4.B2.S1 Increase rigor in science writing and provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards.

PD Opportunity 1

Students need to be exposed to Fair Game benchmarks from K-4 in order to increase the levels of proficiency while in 5th grade. Provide students with additional opportunities to engage in enrichment activities that will expose them to challenging experiments dealing with real-world situations. Target the top students based on the Baseline Assessment and have them participate in Science Boot Camps in order to increase the hands-on experiences.

Facilitator

Science Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: Monthly assessment review; Science coach will review lab journals and science lab write-ups bi-weekly. Summative Assessment: Interim Assessment, School-wide Assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT Reading Test indicate that 42% of students achieved level proficiency. Our goal for the 2013-2014 school year is to increase by 19 percentage points to 61%.	$4,000
G3.	The results of the 2013-2014 FCAT Math indicate that 56% of students achieved level proficiency. Our goal for the 2013-2014 school year is to increase by 10 percentage points to 66%.	$2,500
G4.	The 2013 FCAT Science Performance results indicated that 8% of the students in the fifth grade scored at or above a 3.0. The 2014 FCAT Science Target for all students in grade five is to score a 3.0 or higher.	$1,500
	Total	$8,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
	$8,000	$8,000
Total	$8,000	$8,000

Budget Details

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

G1. The results of the 2013 FCAT Reading Test indicate that 42% of students achieved level proficiency. Our goal for the 2013-2014 school year is to increase by 19 percentage points to 61%.

G1.B1 According to the 2013 FCAT, Hispanic, Black, and ED subgroups struggled to meet target goals due to difficulty in comprehending complex text.

G1.B1.S1 Implement and monitor the effective use of data driven instruction.

Action Step 1

During differentiated instruction, students will receive instruction in teacher led center that will address the identified deficiency. Students will be assigned specific tasks, which are focused on their individual needs ,based on District assessments and classroom data. The LLT along with the MTSS/ RtI team will review students' interim assessment reports and classroom assessment data to monitor progress and adjust instruction as needed. Students will practice returning to the text to support and verify their answers through their reading text and assignments.

Resource Type

Evidence-Based Program

Resource

Accelerated Reader, STAR, and Foresight

Funding Source

Amount Needed

$4,000

G3. The results of the 2013-2014 FCAT Math indicate that 56% of students achieved level proficiency. Our goal for the 2013-2014 school year is to increase by 10 percentage points to 66%.

G3.B3 According to the 2012-2013 performance data for the Lowest 25% students indicate that there is a deficiency in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to limited exposure to correlating problem solving and real world situations.

G3.B3.S1 Take part in regular embedded professional development.

Action Step 1

Student will use the interactive notebook to demonstrate understanding of the objective and essential questions through student generated representational models, responses, and cooperative learning. Teachers will attend professional developments on instructional strategies to increase the delivery of qualitative rigorous instruction.

Resource Type

Evidence-Based Program

Resource

Foresight

Funding Source

Amount Needed

$2,500

G4. The 2013 FCAT Science Performance results indicated that 8% of the students in the fifth grade scored at or above a 3.0. The 2014 FCAT Science Target for all students in grade five is to score a 3.0 or higher.

G4.B2 Students in grades 5 had difficulty in all areas, specifically in physical Science and Nature of Science areas.

G4.B2.S1 Increase rigor in science writing and provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards.

Action Step 1

Students need to be exposed to Fair Game benchmarks from K-4 in order to increase the levels of proficiency while in 5th grade. Provide students with additional opportunities to engage in enrichment activities that will expose them to challenging experiments dealing with real-world situations. Target the top students based on the Baseline Assessment and have them participate in Science Boot Camps in order to increase the hands-on experiences.

Resource Type

Evidence-Based Program

Resource

Supplemental Materials for labs and classroom Resources

Funding Source

Amount Needed

$1,500