



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Myrtle Grove K 8 Center

3125 NW 176TH ST

Opa Locka, FL 33056

305-624-8431

<http://mgrove.dadeschools.net/>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 96%
Alternative/ESE Center No	Charter School No	Minority Rate 100%

School Grades History

2013-14 C	2012-13 C	2011-12 C	2010-11 D
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Myrtle Grove K 8 Center

Principal

John Pace D

School Advisory Council chair

Patricia Wahlberg

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

Name	Title
John D. Pace	Principal
Emperatriz Maldonado	Assistant Principal
Rene Edwards	Counselor
Sherrae Dixon	Reading Coach
Andrea Johnson	Reading Coach
Elisa Smith	Mathematics Coach

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal-1
 Alternate Principal-1
 Union Steward-1
 Teachers-5
 Alternate Teacher-1
 Educational Support-1
 Alternate Educational Support-1
 Business Community Representative-3
 Parents-5
 Alternate Parent-1

Student-1
Alternate Student-1

Involvement of the SAC in the development of the SIP

SAC members met several times since the beginning of the school year to:

1. Monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. Monitor the fidelity of the delivery of instruction and intervention.
3. Make recommendations to provide levels of support and interventions to students based on data.

Activities of the SAC for the upcoming school year

The activities for SAC for the upcoming school year are:

1. Honor Roll Program to recognize student achievement/attendance (on a 9 weeks schedule).
2. Conduct Monthly Parent Nights to address parents' questions, concerns and hold curriculum based workshops.
3. Reach out to community in order to recruit additional partners.
4. Organize FCAT Family Night Event.
5. Approve and monitor the implementation of the School Improvement Plan.

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

The projected use of school improvement funds is as follows:

1. Student Incentives (Honor Roll / Perfect Attendance assemblies) \$ 800.00
2. FCAT Family Night Event \$ 300.00
3. Technology Materials \$ 400.00

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

John Pace D

Principal

Years as Administrator: 7

Years at Current School: 3

Credentials

Bachelors of Music/Business
 Masters of Music Education/Educational Leadership
 Music K-12/Educational Leadership

Performance Record

2013 – School Grade
 Rdg. Proficiency, 45%
 Math Proficiency, 48%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 60 points
 Rdg. Imp. of Lowest 25% -
 74 points
 Math Imp. of Lowest 25% -
 72 points
 Rdg. AMO –40
 Math AMO–38
 2012 – Use the same format from 2013
 Rdg. Proficiency, 30%
 Math Proficiency, 44%
 Rdg. Lrg. Gains, 66 points
 Math Lrg. Gains, 76 points
 Rdg. Imp. of Lowest 25% -
 72 points
 Math Imp. of Lowest 25% -
 73 points
 Rdg. AMO –34
 Math AMO–32
 2011 and prior use original format.
 School Grade '11 "10 "09
 AYP Y N Y
 High St. Read 64 62 66
 High St. Math 73 65 70
 Lrng. Gns.Rdg 61 59 64
 Lrng. Gns.Math 68 49 66
 Gains Rdg-25% 45 60 66
 Gains-Math-25% 75 51 63

Emperatriz Maldonado

Asst Principal

Years as Administrator: 7

Years at Current School: 3

Credentials

Bachelor of Science-Elementary Education
 Masters of Educational Leadership,
 Currently working on doctoral degree-Instructional Leadership

Performance Record

2013 – School Grade
 Rdg. Proficiency, 45%
 Math Proficiency, 48%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 60 points
 Rdg. Imp. of Lowest 25% - 74 points
 Math Imp. of Lowest 25% - 72 points
 Rdg. AMO –40
 Math AMO–38
 2012 – Use the same format from 2013
 Rdg. Proficiency, 30%
 Math Proficiency, 44%
 Rdg. Lrg. Gains, 66 points
 Math Lrg. Gains, 76 points
 Rdg. Imp. of Lowest 25% - 72 points
 Math Imp. of Lowest 25% - 73 points
 Rdg. AMO –34
 Math AMO–32
 2011 and prior use original format.
 School Grade '11 "10 "09
 AYP N N N
 High St. Read 64 66 64
 High St. Math 66 65 68
 Lrng. Gns.Rdg 63 67 69
 Lrng. Gns.Math 66 51 61
 Gains Rdg-25% 73 61 72
 Gains-Math-25% 73 35 67

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Sherrae Dixon

Part-time / District-based

Years as Coach: 13

Years at Current School: 3

Areas

Reading/Literacy

CredentialsBachelors of Elementary Education 1-6
Masters in Reading**Performance Record**

2013 – School Grade
 Rdg. Proficiency, 45%
 Math Proficiency, 48%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 60 points
 Rdg. Imp. of Lowest 25% -
 74 points
 Math Imp. of Lowest 25% -
 72 points
 Rdg. AMO –40
 Math AMO–38

2012 – Use the same format from 2013
 Rdg. Proficiency, 30%
 Math Proficiency, 44%
 Rdg. Lrg. Gains, 66 points
 Math Lrg. Gains, 76 points
 Rdg. Imp. of Lowest 25% -
 72 points
 Math Imp. of Lowest 25% -
 73 points
 Rdg. AMO –34
 Math AMO–32

Andrea Johnson		
Part-time / District-based	Years as Coach: 1	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	Bachelors of Exceptional Student Education K-12 Masters in Exceptional Student Education K-12 Specialist in Curriculum and Instruction Exceptional Student Education K-12 Certification K-6 General Education Certification	
Performance Record	2013 – School Grade Rdg. Proficiency, 45% Math Proficiency, 48% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 60 points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 72 points Rdg. AMO –40 Math AMO–38	

Elisa Smith		
Part-time / District-based	Years as Coach: 3	Years at Current School: 3
Areas	Mathematics	
Credentials	Bachelors of Elementary Education Masters in Mathematics Education Currently working on Specialist for Educational Leadership	
Performance Record	2013 – School Grade Rdg. Proficiency, 45% Math Proficiency, 48% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 60 points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 72 points Rdg. AMO –40 Math AMO–38 2012 – Use the same format from 2013 Rdg. Proficiency, 30% Math Proficiency, 44% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 76 points Rdg. Imp. of Lowest 25% - 72 points Math Imp. of Lowest 25% - 73 points Rdg. AMO –34 Math AMO–32	

Classroom Teachers

# of classroom teachers	38
# receiving effective rating or higher	18, 47%
# Highly Qualified Teachers	66%
# certified in-field	38, 100%
# ESOL endorsed	15, 39%
# reading endorsed	5, 13%

with advanced degrees

18, 47%

National Board Certified

0, 0%

first-year teachers

4, 11%

with 1-5 years of experience

8, 21%

with 6-14 years of experience

20, 53%

with 15 or more years of experience

6, 16%

Education Paraprofessionals**# of paraprofessionals**

3

Highly Qualified

3, 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

The school's strategies to recruit and retain highly qualified, certified-in-field and effective teachers include:

1. Weekly meetings with instructional coaches and grade level teachers to provide feedback and assistance in effective planning- Principal, Assistant Principal
2. Professional Development through Professional Learning Communities on differentiated instruction in all content areas- Principal, Assistant Principal, Reading Coach, Math Coach, and Grade Level Chairs.
3. Provide all teachers with common planning time to promote collaboration and sharing of best practices- Principal, Assistant Principal, Instructional Coaches

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

The school's mentoring program includes:

1. Providing assistance from exemplary teachers during planning time.
2. Scheduled time to meet with instructional coaches to enhance instructional practices.
3. Providing assistance from administrators focused on feedback from classroom observations.

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

1. Monitor academic and behavior data evaluating progress by addressing the following:
 - Academic standards aligned to the planning of curriculum
 - State, district and school benchmark assessments
 - Intervention programs offered to students that do not master taught skills
 - Enrichment programs offered to students that perform at mastery level
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress

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

MTSS team members include:

1. John D. Pace, Principal- Ensure commitment and allocate resources
2. Emperatriz Maldonado, Assistant Principal- Ensure commitment and allocate resources
3. Rene Edwards, Counselor- Liason between parents, teachers, and students
4. Sharrae Dixon-Hall, Reading Coach (3-7)- enhance instructional practices
5. Andrea Johnson, Reading Coach (K-2)- enhance instructional practices
6. Elisa Smith- Math Coach – enhance instructional practices
7. Tracy Adside-SPED Teacher- Support and monitor academic progress of SPED students
8. Kurt Payne, Psychologist- Work with staff and parents to build capacity and consistency
9. Caridad Gallo, Social Worker- Work with staff and parents to build capacity and consistency

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

1. The Leadership Team monitors and adjusts the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team monitors the fidelity of the delivery of instruction and intervention through classroom observations and data chat meetings.
3. The Leadership Team provides levels of support and interventions to students based on data.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

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 for reading
- Interim assessments through Edusoft for reading, mathematics, science, and writing
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

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

1. Data will be implemented throughout monthly faculty meetings to support the direction of the school's academic goals.
2. Grade level meetings will take place weekly to discuss student progress based on most recent data.
3. Administration and counselor will work closely with teachers to identify students for RtI implementation.

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: 4,080

A teacher per grade level has been identified to begin tutoring services before and after school hours. Tutoring will offer differentiated instruction in core subject areas that include Reading, Writing, Mathematics, and Science. There will also be a tutor in the computer line to enhance learning in reading and mathematics.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

Pre-tests and Post-tests are administered at the beginning and closing of each tutoring session in order to determine mastery of targeted skills. Throughout tutoring, teachers will benchmark students every week to ensure satisfactory progress.

Who is responsible for monitoring implementation of this strategy?

Principal, Assistant Principal, Instructional Coaches

Literacy Leadership Team (LLT)

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

Name	Title
Anthony Simons	Teacher
William Manley	Teacher
Tammie Hawkins	Teacher
Shauna Graham	Teacher
Sharrae Dixon	Reading Coach
Andrea Johnson	Reading Coach

How the school-based LLT functions

The Literacy Leadership Team meets monthly to discuss and revise and review the implementation of strategies described in the school improvement plan. Monthly data is reviewed sometimes through teacher data chats to develop action plans that will enhance teaching strategies or schedule intervention strategies. Accelerated Reader data is analyzed to develop celebrations of classes meeting their reading goal and/or students meeting specific levels and amounts of books read. Through these monthly meetings, Rtl is also visited to ensure that students are in the right track of receiving interventions and continuously graduate to the next tier if needed.

Major initiatives of the LLT

The major initiative of the LLT team this year is to implement the use of visual aids and graphic organizers in all classrooms and subject areas. Anchor charts will be studied and effectively developed in order to use them in classrooms as instructional tools for students. Thinking Maps will also be promoted in the areas of reading for grades K-2 and in science and mathematics for grades 3 -7.

Every Teacher Contributes to Reading Instruction

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

Teachers have been provided with common planning time to collaborate with each other and share best practices in reading instruction.

Teachers are provided with focus calendars to address primary and secondary benchmarks and plan accordingly.

Teachers are offered professional development opportunities that address the effective way to implement reading series and intervention strategies.

Teachers analyze benchmark assessment data consistently in order to plan and implement FCRR reading activities that target student's deficiencies.

Teachers follow the RtI process in reading and conduct On-going Progress Monitoring activities to evaluate student progress.

Preschool Transition

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

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for 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.

Establish the "Welcome to Kindergarten" program to build partnerships with local early education programs. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the center directors of neighborhood centers.

Main office staff will be directed to distribute "Smooth Sailing" kindergarten preparation brochures and other documents to interested parents throughout the year.

All students were assessed prior to entering Kindergarten areas that were assessed using FLKRS. ECHOS and FAIR assessments are used throughout the year.

-Print/letter knowledge and level of phonological awareness/processing is assessed through FAIR will be re-administered mid-year and at the end of the year .

-Social/emotional development is also assessed using FLKRS.

-Data was used to plan instruction and determine need for interventions.

-Core academic and behavioral instruction is based on data and includes social skills instruction

College and Career Readiness

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

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

NA

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

NA

Strategies for improving student readiness for the public postsecondary level

NA

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	40%	45%	Yes	46%
American Indian		0%		
Asian		0%		
Black/African American	38%	43%	Yes	45%
Hispanic	52%	65%	Yes	57%
White		0%		
English language learners		0%		
Students with disabilities	23%	14%	No	31%
Economically disadvantaged	39%	45%	Yes	45%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	25%	29%
Students scoring at or above Achievement Level 4	36	18%	20%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		71%	74%
Students in lowest 25% making learning gains (FCAT 2.0)		74%	77%

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)	[data excluded for privacy reasons]		0%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%

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.	[data excluded for privacy reasons]		0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	22	44%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

Area 3: Mathematics**Elementary and Middle School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	38%	48%	Yes	45%
American Indian		0%		
Asian		0%		
Black/African American	38%	48%	Yes	44%
Hispanic	38%	53%	Yes	45%
White		0%		
English language learners		0%		
Students with disabilities	27%	18%	No	34%
Economically disadvantaged	36%	48%	Yes	42%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	29%	33%
Students scoring at or above Achievement Level 4	35	18%	20%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		60%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		72%	75%

Middle School Acceleration

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

Algebra I End-of-Course (EOC) Assessment

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

Geometry End-of-Course (EOC) Assessment

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

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	13	25%	30%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		12%

Florida Alternate Assessment (FAA)

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

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

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

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	200	30%	40%

Area 6: Career and Technical Education (CTE)

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

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	51	11%	10%
Students retained, pursuant to s. 1008.25, F.S.	37	9%	8%
Students who are not proficient in reading by third grade	35	66%	59%
Students who receive two or more behavior referrals	52	12%	11%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Middle School Indicators

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

Area 10: Additional Targets**Additional targets for the school**

NA

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
	0	0%	0%

Goals Summary

- G1.** The results of the Reading 2013 FCAT 2.0 demonstrates a need to increase proficiency in the subgroup of SWD, FCAT 2.0 Levels 3, FCAT 2.0 Levels 4 and above, students making Learning Gains, and students in the Lowest 25% Making Learning Gains.
- G2.** The results of the Writing 2013 FCAT demonstrates a need to increase the percentage of students scoring at a 3.5 or above in 2014 FCAT Writing.
- G3.** The results of the Mathematics 2013 FCAT 2.0 demonstrates a need to increase proficiency in the subgroup of SWD, FCAT 2.0 Levels 3, FCAT 2.0 Levels 4 and above, students making Learning Gains, and students in the Lowest 25% Making Learning Gains.
- G4.** The results of the Science 2013 FCAT 2.0 demonstrates a need to increase the amount of Grade 5 students scoring at an FCAT Level 3, and FCAT Level 4 and above.
- G5.** In an effort to enhance the instruction of science, technology, engineering, and mathematics (STEM), computer classes and a science lab will be offered to students in grades 5 and above in the 2013-2014 school year.
- G6.** The amount of suspensions issued during the 2012-2013 school year was 0. The goal is to maintain or reduce the number of suspensions issued during the 2013 - 2014 school year

Goals Detail

G1. The results of the Reading 2013 FCAT 2.0 demonstrates a need to increase proficiency in the subgroup of SWD, FCAT 2.0 Levels 3, FCAT 2.0 Levels 4 and above, students making Learning Gains, and students in the Lowest 25% Making Learning Gains.

Targets Supported

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

Resources Available to Support the Goal

- Reading Coaches, McGraw Hill, Pacing Guides, and ETO Support Staff.

Targeted Barriers to Achieving the Goal

- Students in subgroups SWD did not meet the required AMO for the Reading 2013 FCAT 2.0.
- The percentage of students achieving Reading FCAT 2.0 Level 3 was 25%. Students need to increase by 2 percentage points to 27% on the Reading 2014 FCAT 2.0.
- The percentage of students achieving Reading FCAT 2.0 Levels 4 and 5 was 18%. Students need to increase by 1 percentage point to 19% on the Reading 2014 FCAT 2.0.
- The percentage of students making Learning Gains on the Reading 2013 FCAT 2.0 was 71%. Students need to increase by 3 percentage points to 74% on the Reading 2014 FCAT 2.0.
- The percentage of students making Learning Gains in the Lowest 25% on the Reading 2013 FCAT 2.0 was 74%. Students need to increase by 3 percentage points to 77% on the Reading 2014 FCAT 2.0.

Plan to Monitor Progress Toward the Goal

Intervention Sessions to target students' areas of deficiencies

Person or Persons Responsible

Administration, Reading Coaches, Teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Reading Benchmark Assessments Interim Benchmark Assessments OPM Reports

G2. The results of the Writing 2013 FCAT demonstrates a need to increase the percentage of students scoring at a 3.5 or above in 2014 FCAT Writing.

Targets Supported

- Writing

Resources Available to Support the Goal

- Reading Coaches Pacing Guides Focus Calendar

Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Teachers need to use student work to provide immediate feedback and adjust instruction.

Plan to Monitor Progress Toward the Goal

Student Writing Prompts

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Students writing prompts with scores of 3.5 or higher.

G3. The results of the Mathematics 2013 FCAT 2.0 demonstrates a need to increase proficiency in the subgroup of SWD, FCAT 2.0 Levels 3, FCAT 2.0 Levels 4 and above, students making Learning Gains, and students in the Lowest 25% Making Learning Gains.

Targets Supported

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

Resources Available to Support the Goal

- Math Coach, ETO Support, Houghton Mifflin Go Math, Pacing Guides

Targeted Barriers to Achieving the Goal

- Students in subgroups SWD did not meet the required AMO on the Mathematics 2013 FCAT 2.0. Students need to meet the 34% target on the Mathematics FCAT 2.0. 2014.
- The percentage of students achieving Mathematics FCAT 2.0 Level 3 was 29%. Students need to increase by 4 percentage points to 33% on the Mathematics 2014 FCAT 2.0.
- The percentage of students achieving Mathematics FCAT 2.0 Levels 4 and 5 was 18%. Students need to increase by 2 percentage points to 20% on the Mathematics 2014 FCAT 2.0.
- The percentage of students making Learning Gains on the Mathematics 2013 FCAT 2.0 was 60%. Students need to increase by 4 percentage points to 64% on the Mathematics 2014 FCAT 2.0.
- The percentage of students making Learning Gains in the Lowest 25% on the Mathematics 2013 FCAT 2.0 was 72%. Students need to increase by 3 percentage points to 75% on the Mathematics 2014 FCAT 2.0.

Plan to Monitor Progress Toward the Goal

Identify Intervention plan to target specific areas of deficiency.

Person or Persons Responsible

Administration, Math Coaches

Target Dates or Schedule:

Monthly

Evidence of Completion:

Mathematics Benchmark Assessment Reports Mathematics Interim Assessment Reports

G4. The results of the Science 2013 FCAT 2.0 demonstrates a need to increase the amount of Grade 5 students scoring at an FCAT Level 3, and FCAT Level 4 and above.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Science CSS, Scott Foresman, District Pacing Guides

Targeted Barriers to Achieving the Goal

- The percentage of students achieving FCAT Level 3 on the Science 2013 FCAT 2.0 was 25%. Students achieving Level 3 on the Science 2014 FCAT 2.0 administration need to achieve 35% on the Science 2014 FCAT 2.0.
- The percentage of students achieving FCAT Level 4 and 5 on the Science 2013 FCAT 2.0 was 10%. Students achieving Levels 4 and 5 on the Science 2014 FCAT 2.0 administration need to achieve 12% on the Science 2014 FCAT 2.0.

Plan to Monitor Progress Toward the Goal

Effective use of interactive science journals

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Science Benchmark Assessments Interim Science Assessments

G5. In an effort to enhance the instruction of science, technology, engineering, and mathematics (STEM), computer classes and a science lab will be offered to students in grades 5 and above in the 2013-2014 school year.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Scott Foresman Science Lab Material Computer Labs

Targeted Barriers to Achieving the Goal

- We have limited evidence of completed student projects in STEM, The Miami Dade STEM EXPO (Science Fair and SECME), or Fairchild Challenge.
- There is a limited amount and variety of technology resources to provide students the opportunity to enhance their research process in alignment to all subject areas.

Plan to Monitor Progress Toward the Goal

The increased use of technology in classrooms

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Computer based student reports, student presentations

G6. The amount of suspensions issued during the 2012-2013 school year was 0. The goal is to maintain or reduce the number of suspensions issued during the 2013 - 2014 school year

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- RtI Process, Social Worker, Counselor

Targeted Barriers to Achieving the Goal

- A significant amount of students report to school after instruction has started and/or are picked up early. Some students also commit infractions that based on the policies stated in the Code of Student Conduct; require indoor or outdoor suspension depending on severity.

Plan to Monitor Progress Toward the Goal

Action Plan that addresses attendance policies and student behavior

Person or Persons Responsible

Administration

Target Dates or Schedule:

Daily

Evidence of Completion:

Attendance Reports Suspension Reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the Reading 2013 FCAT 2.0 demonstrates a need to increase proficiency in the subgroup of SWD, FCAT 2.0 Levels 3, FCAT 2.0 Levels 4 and above, students making Learning Gains, and students in the Lowest 25% Making Learning Gains.

G1.B1 Students in subgroups SWD did not meet the required AMO for the Reading 2013 FCAT 2.0.

G1.B1.S1 Provide professional development on the implementation of small group, differentiated instruction.

Action Step 1

Implementation of Differentiated Instruction through small group settings.

Person or Persons Responsible

Administration

Target Dates or Schedule

Professional Learning Community

Evidence of Completion

Agenda Attendance Rosters

Facilitator:

Reading Coaches

Participants:

Reading Teachers in grades K-7.

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

Implementation of Differentiated Instruction through small group settings.

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Observations

Plan to Monitor Effectiveness of G1.B1.S1

Implementation of Differentiated Instruction through small group settings.

Person or Persons Responsible

Administration, Reading Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Reading Benchmark Assessments Reading Interim Assessments

G1.B2 The percentage of students achieving Reading FCAT 2.0 Level 3 was 25%. Students need to increase by 2 percentage points to 27% on the Reading 2014 FCAT 2.0.

G1.B2.S1 Ensure Instructional Routines are in place during reading instruction that set the purpose of instruction, follows the model of explicit instruction demonstrating Gradual release.

Action Step 1

Professional Development of the Gradual Release Model

Person or Persons Responsible

ETO CSS and Reading Coaches

Target Dates or Schedule

Professional Learning Communities

Evidence of Completion

Attendance Roster Agendas Lesson Plans

Facilitator:

Reading Coach

Participants:

Reading Teachers in grades K-7

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

The implementation of the Gradual Release Model throughout reading instruction

Person or Persons Responsible

Administration, Reading Coaches

Target Dates or Schedule

Throughout reading blocks

Evidence of Completion

Lesson Plans Student work folders

Plan to Monitor Effectiveness of G1.B2.S1

The implementation of the Gradual Release Model throughout reading instruction

Person or Persons Responsible

Administration, Reading Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Reading Assessments

G1.B3 The percentage of students achieving Reading FCAT 2.0 Levels 4 and 5 was 18%. Students need to increase by 1 percentage point to 19% on the Reading 2014 FCAT 2.0.

G1.B3.S1 The Reading Plus program will be utilized by students during center activities to enhance reading fluency and comprehension.

Action Step 1

Professional Development of the Reading Plus Program to be implemented during reading instruction.

Person or Persons Responsible

Administration, Reading Coaches

Target Dates or Schedule

Scheduled Professional Development

Evidence of Completion

Agendas Attendance Rosters

Facilitator:

Webinars or Reading Plus Facilitator

Participants:

Reading teachers in grades 3-7.

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

The implementation of the Reading Plus Program.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Reading Plus Performance Reports

Plan to Monitor Effectiveness of G1.B3.S1

The implementation of the Reading Plus Program.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Reading Plus Student Reports

G1.B4 The percentage of students making Learning Gains on the Reading 2013 FCAT 2.0 was 71%. Students need to increase by 3 percentage points to 74% on the Reading 2014 FCAT 2.0.

G1.B4.S1 Collaborative planning will enable teachers to discuss student progress, plan for implementation of best practices strategies and interventions needed.

Action Step 1

Collaborative planning sessions

Person or Persons Responsible

Reading coaches and reading teachers in grades K-7

Target Dates or Schedule

Weekly

Evidence of Completion

Meeting agendas Coaches Logs

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

Consistency of Collaborative Planning

Person or Persons Responsible

Administration, Reading Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Coaches Logs Lesson Plan

Plan to Monitor Effectiveness of G1.B4.S1

Consistent Collaborative Planning

Person or Persons Responsible

Administration, Reading Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Reading Benchmark Assessments Reading Interim Assessments

G1.B5 The percentage of students making Learning Gains in the Lowest 25% on the Reading 2013 FCAT 2.0 was 74%. Students need to increase by 3 percentage points to 77% on the Reading 2014 FCAT 2.0.

G1.B5.S1 Intervention sessions will be provided to students in addition to reading block by a retired teacher to address student's areas of deficiency.

Action Step 1

Interventions assigned to target student deficiencies.

Person or Persons Responsible

Administration, Retired Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Intervention Schedule On-going Progress Monitoring logs

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

Intervention sessions to target student's areas of deficiency

Person or Persons Responsible

Administration, RtI Team

Target Dates or Schedule

Weekly

Evidence of Completion

OPM Reports Intervention Schedules

Plan to Monitor Effectiveness of G1.B5.S1

Intervention Sessions to address students' areas of deficiencies.

Person or Persons Responsible

Administration, Reading Coaches, Reading Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

OPM Reports Reading Benchmark Assessments

G2. The results of the Wiring 2013 FCAT demonstrates a need to increase the percentage of students scoring at a 3.5 or above in 2014 FCAT Writing.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Teachers need to use student work to provide immediate feedback and adjust instruction.

G2.B1.S1 Provide explicit instruction in the areas of focus, organization, support, conventions in Grade 4 and the Writing Process in all other grade levels.

Action Step 1

Students will participate in small group guided instruction along with peer editing and revision. Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/ Rtl teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

Administration, Instructional Coaches, Teachers

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student responses to writing prompts.

Facilitator:

Reading Coach

Participants:

Administration, Instructional Coaches, Teachers

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

Monitor student progress in the writing process.

Person or Persons Responsible

Administration, Reading Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Student responses of writing prompts.

Plan to Monitor Effectiveness of G2.B1.S1

Student writing prompts

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Students scoring at 3.5 or higher in their writing prompts.

G3. The results of the Mathematics 2013 FCAT 2.0 demonstrates a need to increase proficiency in the subgroup of SWD, FCAT 2.0 Levels 3, FCAT 2.0 Levels 4 and above, students making Learning Gains, and students in the Lowest 25% Making Learning Gains.

G3.B1 Students in subgroups SWD did not meet the required AMO on the Mathematics 2013 FCAT 2.0. Students need to meet the 34% target on the Mathematics FCAT 2.0. 2014.

G3.B1.S1 Provide professional development on the implementation of small group, differentiated instruction.

Action Step 1

Professional Development in Differentiated Instruction

Person or Persons Responsible

Administration, Math Coach

Target Dates or Schedule

Professional Learning Community

Evidence of Completion

Agenda Attendance Logs

Facilitator:

Math Coach

Participants:

Math teachers in grades K-7.

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

Teachers differentiating instruction throughout mathematics instruction

Person or Persons Responsible

Administration, Math Coach

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Observations

Plan to Monitor Effectiveness of G3.B1.S1

Teachers differentiating instruction throughout mathematics instruction

Person or Persons Responsible

Administration, Math Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Mathematics Benchmark Assessments Mathematics Interim Assessments

G3.B2 The percentage of students achieving Mathematics FCAT 2.0 Level 3 was 29%. Students need to increase by 4 percentage points to 33% on the Mathematics 2014 FCAT 2.0.

G3.B2.S1 Ensure Instructional Routines are in place during mathematics instruction that set the purpose of instruction, follows the model of explicit instruction demonstrating Gradual release.

Action Step 1

Professional Development on The Gradual Release Model using Pacing Guides and Houghton Mifflin Go Math.

Person or Persons Responsible

Administration, Math Coach

Target Dates or Schedule

Professional Learning Community

Evidence of Completion

Agendas Attendance Rosters

Facilitator:

Math Coach

Participants:

Math Teachers in grades K-7

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

Professional Development on The Gradual Release Model using Pacing Guides and Houghton Mifflin Go Math.

Person or Persons Responsible

Administration, Math Coach

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Observations

Plan to Monitor Effectiveness of G3.B2.S1

Professional Development on The Gradual Release Model using Pacing Guides and Houghton Mifflin Go Math.

Person or Persons Responsible

Administration, Math Coach, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Math Benchmark Assessments Math Interim Assessments

G3.B3 The percentage of students achieving Mathematics FCAT 2.0 Levels 4 and 5 was 18%. Students need to increase by 2 percentage points to 20% on the Mathematics 2014 FCAT 2.0.

G3.B3.S1 The Success Maker Math program will be utilized by students during center activities to enhance and challenge students mathematical skills.

Action Step 1

The Implementation of SuccessMaker Math Program during math instruction

Person or Persons Responsible

Administration Coaches

Target Dates or Schedule

Assigned computer lab time or during math instruction

Evidence of Completion

Lesson Plans SuccessMaker Reports

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

The implementation of the SuccessMaker Math Program during math instruction

Person or Persons Responsible

Administration, Math Coach

Target Dates or Schedule

Computer Lab time or during math block

Evidence of Completion

Lesson Plans SuccessMaker Reports

Plan to Monitor Effectiveness of G3.B3.S1

The implementation of the SuccessMaker Math Program during math instruction

Person or Persons Responsible

Administration, Math Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Math Benchmark Reports SuccessMaker Progress Reports Math Interim Assessments

G3.B4 The percentage of students making Learning Gains on the Mathematics 2013 FCAT 2.0 was 60%. Students need to increase by 4 percentage points to 64% on the Mathematics 2014 FCAT 2.0.

G3.B4.S1 Collaborative planning will enable teachers to discuss student progress, plan for implementation of best practices strategies and interventions needed.

Action Step 1

Collaborative planning to implement best practices and identify interventions

Person or Persons Responsible

Administration, Math Coach, Teachers

Target Dates or Schedule

Common Planning Time

Evidence of Completion

Planning Agendas Lesson Plans

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

Collaborative planning to implement best practices and identify interventions

Person or Persons Responsible

Administration, Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Meeting Agendas Lesson Plans

Plan to Monitor Effectiveness of G3.B4.S1

Collaborative planning to implement best practices and identify interventions

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Meeting Agendas Lesson Plans Observations

G3.B5 The percentage of students making Learning Gains in the Lowest 25% on the Mathematics 2013 FCAT 2.0 was 72%. Students need to increase by 3 percentage points to 75% on the Mathematics 2014 FCAT 2.0.

G3.B5.S1 Intervention sessions will be provided to students in addition to the mathematics block to address student's areas of deficiency.

Action Step 1

Identify Intervention plan to target specific areas of deficiency.

Person or Persons Responsible

Administration, Math Coach

Target Dates or Schedule

Provided intervention time

Evidence of Completion

Lesson Plan Intervention Monitoring reports

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

Identify Intervention plan to target specific areas of deficiency.

Person or Persons Responsible

Administration, Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Intervention Assessment Tool Benchmark Math Assessment

Plan to Monitor Effectiveness of G3.B5.S1

Identify Intervention plan to target specific areas of deficiency.

Person or Persons Responsible

Administration, Math Coach, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Math Benchmark Assessments Math Interim Assessments

G4. The results of the Science 2013 FCAT 2.0 demonstrates a need to increase the amount of Grade 5 students scoring at an FCAT Level 3, and FCAT Level 4 and above.

G4.B1 The percentage of students achieving FCAT Level 3 on the Science 2013 FCAT 2.0 was 25%. Students achieving Level 3 on the Science 2014 FCAT 2.0 administration need to achieve 35% on the Science 2014 FCAT 2.0.

G4.B1.S1 Ensure Instructional Routines are in place during Science block that set the purpose of instruction, follows the model of explicit instruction demonstrating Gradual release Model and enhancing the scientific process.

Action Step 1

Professional Development on how to effectively implement the Gradual Release Model during Science.

Person or Persons Responsible

Administration Science CSS

Target Dates or Schedule

Scheduled Professional Learning Community

Evidence of Completion

Agenda Attendance Rosters

Facilitator:

Science CSS

Participants:

Science Teachers in grades K-7.

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

Teachers using the Gradual Release Model throughout science instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Observations Student Science Journals

Plan to Monitor Effectiveness of G4.B1.S1

Teachers using the Gradual Release Model throughout science instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Assessments Science Interim Assessments

G4.B2 The percentage of students achieving FCAT Level 4 and 5 on the Science 2013 FCAT 2.0 was 10%. Students achieving Levels 4 and 5 on the Science 2014 FCAT 2.0 administration need to achieve 12% on the Science 2014 FCAT 2.0.

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

Action Step 1

Professional Development on how to implement and effectively use interactive science journals.

Person or Persons Responsible

Administration ETO CSS

Target Dates or Schedule

Professional Learning Communities

Evidence of Completion

Agendas Attendance Rosters

Facilitator:

ETO CSS

Participants:

Science teachers in grades k-7

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

Effective use of interactive science journals

Person or Persons Responsible

Administration

Target Dates or Schedule

daily during science block

Evidence of Completion

student journals Classroom observations

Plan to Monitor Effectiveness of G4.B2.S1

Effective use of interactive science journals

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Science Benchmark Assessments Science Interim Assessments Student Science Journals

G5. In an effort to enhance the instruction of science, technology, engineering, and mathematics (STEM), computer classes and a science lab will be offered to students in grades 5 and above in the 2013-2014 school year.

G5.B1 We have limited evidence of completed student projects in STEM, The Miami Dade STEM EXPO (Science Fair and SECME), or Fairchild Challenge.

G5.B1.S1 We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions.

Action Step 1

Participation in STEM related projects

Person or Persons Responsible

Administration, Instructional Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Participation Logs/ Certificates

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

Participation in STEM related activities

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Participation Logs Action Plan/ Focus Calendar

Plan to Monitor Effectiveness of G5.B1.S1

Participation in STEM projects

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Participation Logs

G5.B2 There is a limited amount and variety of technology resources to provide students the opportunity to enhance their research process in alignment to all subject areas.

G5.B2.S1 An action plan will be done to strategically set aside funds that will be allocated towards the increase of technology tools for students.

Action Step 1

The promoting and monitoring of teachers using technology in their classrooms.

Person or Persons Responsible

Administration, Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Student presentations, science projects

Facilitator:

Participants:

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

The use of technology in the classrooms

Person or Persons Responsible

Administration, instructional coaches

Target Dates or Schedule

weekly

Evidence of Completion

Computer based student reports, student presentations

Plan to Monitor Effectiveness of G5.B2.S1

The use of technology tools in the classroom

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

Computer based student reports, student presentations

G6. The amount of suspensions issued during the 2012-2013 school year was 0. The goal is to maintain or reduce the number of suspensions issued during the 2013 - 2014 school year

G6.B1 A significant amount of students report to school after instruction has started and/or are picked up early. Some students also commit infractions that based on the policies stated in the Code of Student Conduct; require indoor or outdoor suspension depending on severity.

G6.B1.S1 Parent conferences with teachers, counselor, social worker, and administration will be scheduled to discuss any health issues that may be affecting attendance and to reinforce to the parent the importance of being in school daily and on time. The leadership team with teachers and counselors will mitigate student behavior that may result in suspensions by effectively managing the learning environment and utilizing best practices in classroom management

Action Step 1

Action Plan that addresses Attendance Policies and Student Behavior

Person or Persons Responsible

Administration, Counselor, Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Daily Attendance Logs Suspension Reports

Facilitator:

Assistant Principal

Participants:

Administration, Counselor, Teachers

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

Action Plan that addresses attendance policies and student behavior

Person or Persons Responsible

Administration, Counselor

Target Dates or Schedule

Daily

Evidence of Completion

Daily Attendance Reports Suspension Reports

Plan to Monitor Effectiveness of G6.B1.S1

Action Plan that addresses attendance policies and student behavior

Person or Persons Responsible

Administration, Counselor, Teachers

Target Dates or Schedule

Daily Monthly

Evidence of Completion

Daily Attendance Logs Monthly Teacher Attendance Logs Suspension Reports Intervention Data

Coordination and Integration

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

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (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 schools, 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; participate 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 (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

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 Reading 2013 FCAT 2.0 demonstrates a need to increase proficiency in the subgroup of SWD, FCAT 2.0 Levels 3, FCAT 2.0 Levels 4 and above, students making Learning Gains, and students in the Lowest 25% Making Learning Gains.

G1.B1 Students in subgroups SWD did not meet the required AMO for the Reading 2013 FCAT 2.0.

G1.B1.S1 Provide professional development on the implementation of small group, differentiated instruction.

PD Opportunity 1

Implementation of Differentiated Instruction through small group settings.

Facilitator

Reading Coaches

Participants

Reading Teachers in grades K-7.

Target Dates or Schedule

Professional Learning Community

Evidence of Completion

Agenda Attendance Rosters

G1.B2 The percentage of students achieving Reading FCAT 2.0 Level 3 was 25%. Students need to increase by 2 percentage points to 27% on the Reading 2014 FCAT 2.0.

G1.B2.S1 Ensure Instructional Routines are in place during reading instruction that set the purpose of instruction, follows the model of explicit instruction demonstrating Gradual release.

PD Opportunity 1

Professional Development of the Gradual Release Model

Facilitator

Reading Coach

Participants

Reading Teachers in grades K-7

Target Dates or Schedule

Professional Learning Communities

Evidence of Completion

Attendance Roster Agendas Lesson Plans

G1.B3 The percentage of students achieving Reading FCAT 2.0 Levels 4 and 5 was 18%. Students need to increase by 1 percentage point to 19% on the Reading 2014 FCAT 2.0.

G1.B3.S1 The Reading Plus program will be utilized by students during center activities to enhance reading fluency and comprehension.

PD Opportunity 1

Professional Development of the Reading Plus Program to be implemented during reading instruction.

Facilitator

Webinars or Reading Plus Facilitator

Participants

Reading teachers in grades 3-7.

Target Dates or Schedule

Scheduled Professional Development

Evidence of Completion

Agendas Attendance Rosters

G2. The results of the Wiring 2013 FCAT demonstrates a need to increase the percentage of students scoring at a 3.5 or above in 2014 FCAT Writing.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Teachers need to use student work to provide immediate feedback and adjust instruction.

G2.B1.S1 Provide explicit instruction in the areas of focus, organization, support, conventions in Grade 4 and the Writing Process in all other grade levels.

PD Opportunity 1

Students will participate in small group guided instruction along with peer editing and revision. Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/ Rtl teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Facilitator

Reading Coach

Participants

Administration, Instructional Coaches, Teachers

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student responses to writing prompts.

G3. The results of the Mathematics 2013 FCAT 2.0 demonstrates a need to increase proficiency in the subgroup of SWD, FCAT 2.0 Levels 3, FCAT 2.0 Levels 4 and above, students making Learning Gains, and students in the Lowest 25% Making Learning Gains.

G3.B1 Students in subgroups SWD did not meet the required AMO on the Mathematics 2013 FCAT 2.0. Students need to meet the 34% target on the Mathematics FCAT 2.0. 2014.

G3.B1.S1 Provide professional development on the implementation of small group, differentiated instruction.

PD Opportunity 1

Professional Development in Differentiated Instruction

Facilitator

Math Coach

Participants

Math teachers in grades K-7.

Target Dates or Schedule

Professional Learning Community

Evidence of Completion

Agenda Attendance Logs

G3.B2 The percentage of students achieving Mathematics FCAT 2.0 Level 3 was 29%. Students need to increase by 4 percentage points to 33% on the Mathematics 2014 FCAT 2.0.

G3.B2.S1 Ensure Instructional Routines are in place during mathematics instruction that set the purpose of instruction, follows the model of explicit instruction demonstrating Gradual release.

PD Opportunity 1

Professional Development on The Gradual Release Model using Pacing Guides and Houghton Mifflin Go Math.

Facilitator

Math Coach

Participants

Math Teachers in grades K-7

Target Dates or Schedule

Professional Learning Community

Evidence of Completion

Agendas Attendance Rosters

G4. The results of the Science 2013 FCAT 2.0 demonstrates a need to increase the amount of Grade 5 students scoring at an FCAT Level 3, and FCAT Level 4 and above.

G4.B1 The percentage of students achieving FCAT Level 3 on the Science 2013 FCAT 2.0 was 25%. Students achieving Level 3 on the Science 2014 FCAT 2.0 administration need to achieve 35% on the Science 2014 FCAT 2.0.

G4.B1.S1 Ensure Instructional Routines are in place during Science block that set the purpose of instruction, follows the model of explicit instruction demonstrating Gradual release Model and enhancing the scientific process.

PD Opportunity 1

Professional Development on how to effectively implement the Gradual Release Model during Science.

Facilitator

Science CSS

Participants

Science Teachers in grades K-7.

Target Dates or Schedule

Scheduled Professional Learning Community

Evidence of Completion

Agenda Attendance Rosters

G4.B2 The percentage of students achieving FCAT Level 4 and 5 on the Science 2013 FCAT 2.0 was 10%. Students achieving Levels 4 and 5 on the Science 2014 FCAT 2.0 administration need to achieve 12% on the Science 2014 FCAT 2.0.

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

PD Opportunity 1

Professional Development on how to implement and effectively use interactive science journals.

Facilitator

ETO CSS

Participants

Science teachers in grades k-7

Target Dates or Schedule

Professional Learning Communities

Evidence of Completion

Agendas Attendance Rosters

G5. In an effort to enhance the instruction of science, technology, engineering, and mathematics (STEM), computer classes and a science lab will be offered to students in grades 5 and above in the 2013-2014 school year.

G5.B2 There is a limited amount and variety of technology resources to provide students the opportunity to enhance their research process in alignment to all subject areas.

G5.B2.S1 An action plan will be done to strategically set aside funds that will be allocated towards the increase of technology tools for students.

PD Opportunity 1

The promoting and monitoring of teachers using technology in their classrooms.

Facilitator

Participants

Target Dates or Schedule

Weekly

Evidence of Completion

Student presentations, science projects

G6. The amount of suspensions issued during the 2012-2013 school year was 0. The goal is to maintain or reduce the number of suspensions issued during the 2013 - 2014 school year

G6.B1 A significant amount of students report to school after instruction has started and/or are picked up early. Some students also commit infractions that based on the policies stated in the Code of Student Conduct; require indoor or outdoor suspension depending on severity.

G6.B1.S1 Parent conferences with teachers, counselor, social worker, and administration will be scheduled to discuss any health issues that may be affecting attendance and to reinforce to the parent the importance of being in school daily and on time. The leadership team with teachers and counselors will mitigate student behavior that may result in suspensions by effectively managing the learning environment and utilizing best practices in classroom management

PD Opportunity 1

Action Plan that addresses Attendance Policies and Student Behavior

Facilitator

Assistant Principal

Participants

Administration, Counselor, Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Daily Attendance Logs Suspension Reports

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G5.	In an effort to enhance the instruction of science, technology, engineering, and mathematics (STEM), computer classes and a science lab will be offered to students in grades 5 and above in the 2013-2014 school year.	\$250
G6.	The amount of suspensions issued during the 2012-2013 school year was 0. The goal is to maintain or reduce the number of suspensions issued during the 2013 - 2014 school year	\$300
Total		\$550

Budget Summary by Funding Source and Resource Type

Funding Source	Other		Total
Title I- Parental Involvement	\$250	\$0	\$250
	\$0	\$0	\$0
Title I	\$300	\$0	\$300
Total	\$550	\$0	\$550

Budget Details

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

G5. In an effort to enhance the instruction of science, technology, engineering, and mathematics (STEM), computer classes and a science lab will be offered to students in grades 5 and above in the 2013-2014 school year.

G5.B1 We have limited evidence of completed student projects in STEM, The Miami Dade STEM EXPO (Science Fair and SECME), or Fairchild Challenge.

G5.B1.S1 We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions.

Action Step 1

Participation in STEM related projects

Resource Type

Other

Resource

Student Parent hands-on science workshop materials.

Funding Source

Title I- Parental Involvement

Amount Needed

\$250

G5.B2 There is a limited amount and variety of technology resources to provide students the opportunity to enhance their research process in alignment to all subject areas.

G5.B2.S1 An action plan will be done to strategically set aside funds that will be allocated towards the increase of technology tools for students.

Action Step 1

The promoting and monitoring of teachers using technology in their classrooms.

Resource Type

Resource

Funding Source

Amount Needed

G6. The amount of suspensions issued during the 2012-2013 school year was 0. The goal is to maintain or reduce the number of suspensions issued during the 2013 - 2014 school year

G6.B1 A significant amount of students report to school after instruction has started and/or are picked up early. Some students also commit infractions that based on the policies stated in the Code of Student Conduct; require indoor or outdoor suspension depending on severity.

G6.B1.S1 Parent conferences with teachers, counselor, social worker, and administration will be scheduled to discuss any health issues that may be affecting attendance and to reinforce to the parent the importance of being in school daily and on time. The leadership team with teachers and counselors will mitigate student behavior that may result in suspensions by effectively managing the learning environment and utilizing best practices in classroom management

Action Step 1

Action Plan that addresses Attendance Policies and Student Behavior

Resource Type

Other

Resource

Incentives for parents and students such as perfect attendance certificates

Funding Source

Title I

Amount Needed

\$300