



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Dr. Edward L. Whigham Elementary School

21545 SW 87TH AVE

Cutler Bay, FL 33189

305-234-4840

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

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
80%

Alternative/ESE Center
No

Charter School
No

Minority Rate
91%

School Grades History

2013-14
C

2012-13
B

2011-12
A

2010-11
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

Dr. Edward L. Whigham Elem.

Principal

Cynara Suarez

School Advisory Council chair

Nelda Rosalez

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

Name	Title
Cynara Suarez	Principal
Barbara Hernandez-Guerra	Assistant Principal
Sandra Lopez	Reading Coach
Julio Andrade	Mathematics Department Chairperson
Susan Cummings	Science Department Chairperson
Joan Loupus	SPED Chairperson
Valerie Torres	Special Areas Chairperson
Kimberly Robinson	First Grade Chairperson
Teresita Pardo	Kindergarten Chairperson
Susan Godoy	Union Steward
Eduardo Tillet	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

Cynara Suarez - Principal
 Susan Godoy-UTD
 Atiat Tarboush-Teacher
 Marilyn Horne - Teacher

Lynn Reyes - Teacher
Kimberly Robinson - Teacher
Lissette Clark - Teacher
Dominic Humphrey - Alternate Teacher
Nelda Rosalez - EESAC Chairperson
Catherine McKham - Alternate Educational Support
Victor Sakay- Parent
Alex Fernandez - Parent
Dawn Faircloth - Parent
Edna Sakay - Parent
Antoinette Renoit - Parent
Peggy Fernandez - Parent
Jeanette Porras - Parent
Carol Sullivan -Alternate Parent
Sebastian Sakay- Student
Joe Faircloth - Business/Community Representative

Involvement of the SAC in the development of the SIP

The EESAC Members met to review issues relative to core academic areas (Reading, Mathematics, Writing, and Science), parental involvement, suspensions, attendance, along with budget, professional development training opportunities along with budget, professional development training opportunities, instructional materials, staffing, and student support services.

Activities of the SAC for the upcoming school year

The EESAC Committee will schedule and conduct meetings on a regular basis. During monthly meetings, the EESAC will review all applicable student performance data; determine the students' needs and prioritize them; recommend strategies to improve areas of need; decide how to measure results; assist in the monitoring and evaluation of the School Improvement Plan; and document data analysis and SIP reviews in the EESAC minutes.

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

Funds will be utilized to purchase books for the media center as well as literary materials for classroom teachers that support the implementation of the Common Core State Standards. In addition, funds will be used for student incentives and recognition certificates.

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

NA

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:**Cynara Suarez**

Principal

Years as Administrator: 3

Years at Current School: 1

Credentials

Bachelor of Arts - Economics
 Master of Science - Elementary Education
 Educational Specialist - Educational Leadership

Performance Record

'13 '12 '11 '10 '09 '
 School Grade Pending A A A B B
 High Standards Rdg. Pending 91 86 76 72 75
 High Standards Math Pending 98 94 93 84 75
 Lrng Gains-Rdg Pending 80 76 69 68 59
 Lrng Gains-Math Pending 98 97 89 79 77
 Gains-Rdg-25% Pending 82 78 59 63 56
 Gains-Math-25% Pending 98 76 85 63 71
 Met AMO Target Yes

Barbara Hernandez-Guerra

Asst Principal

Years as Administrator: 9

Years at Current School: 2

Credentials

Bachelor of Science - Elementary Education
 Master of Science - ESOL Education
 Educational Specialist - Educational Leadership

Performance Record

'13 '12 '11 '10 '09
 School Grade B NA C A A
 High Standards Rdg. 50 NA 59 72 77
 High Standards Math 49 NA 62 62 66
 Lrng Gains-Rdg. 64 NA 59 66 68
 Lrng Gains-Math 74 NA 50 58 57
 Gains-Rdg-25% 67 NA 67 68 63
 Gains-Math-25% 70 NA 50 63 65
 Met AMO Target No

Eduardo Tillet

Asst Principal

Years as Administrator: 25

Years at Current School: 1

Credentials

Bachelor of Science - Secondary Education
 Master of Science - Technology Education
 Specialist - Administration and Supervision

Performance Record

'13 '12 '11 '10 '09
 School Grade: C C A B B
 High Standards Rdg. 44 39 82 70 65
 High Standards Math 39 33 87 61 61
 Learning Gains-Rdg.: 67 63 69 37 63
 Learning Gains-Math: 63 59 73 64 69
 Gains- Rdg. 25% : 71 67 67 71 65
 Gains- Math 25%: 77 62 71 62 71
 Met AMO Target No

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Sandra Lopez

Full-time / School-based

Years as Coach: 11

Years at Current School: 3

Areas

Reading/Literacy

Credentials

Bachelor of Science - Elementary Education
 Master of Science - Reading
 Educational Specialist - Curriculum and Instruction
 Certifications: Primary Education

Performance Record

'13
 School Grade B
 High Standards -Rdg 50
 High Standards - Math 49
 Learning Gains-Rdg 64
 Learning Gains-Math 74
 Learning Gains 25%-Rdg 67
 Learning Gains 25%-Math 70
 Met AMO Target No
 Dr. Edward L. Whigham Elem.
 '12 '12 '12
 School Grade A A A
 High Standards – Rdg 53 67 53
 Lrng Gains – Rdg. 72 80 72
 Gains –Rdg- 25% 77 79 87
 2012 – Whigham, Whispering Pines, Gulfstream
 Elementary Schools
 '11LW '11WL '10PE
 School Grade A A A
 High Standards – Rdg. 91 89 79
 Lrng. Gains – Rdg. 70 79 70
 Gains – Rdg. -25% 71 82 56
 2011 – Leewood K-8, William Lehman
 Elementary Schools
 2010 – Perrine Elementary School
 '09PE '09PA '09HW
 School Grade A A A
 High Standards – Rdg. 83 95 85
 Lrng. Gains – Rdg. 69 75 74
 Gains – Rdg. – 25% 61 69 55
 2009 – Perrine, Palmetto, Howard Drive
 Elementary Schools

Classroom Teachers**# of classroom teachers**

52

receiving effective rating or higher

52, 100%

Highly Qualified Teachers

79%

certified in-field

52, 100%

ESOL endorsed

41, 79%

reading endorsed

12, 23%

with advanced degrees

26, 50%

National Board Certified

2, 4%

first-year teachers

1, 2%

with 1-5 years of experience

4, 8%

with 6-14 years of experience

20, 38%

with 15 or more years of experience

27, 52%

Education Paraprofessionals**# of paraprofessionals**

8

Highly Qualified

8, 100%

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

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

In an effort to recruit and retain highly qualified teachers, professional development will be offered in the areas of common core, reading, CRISS, differentiated instruction and RtI. Teachers will be mentored with a department chairperson and/or teacher buddy. New teachers will have on-going training with the reading coach in order to effectively implement the McGraw Reading Series.

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

Dr. Edward L. Whigham Elementary will pair new teachers with veteran teachers from their grade level and/or subject area. Teachers will meet once a week to go over planning and implementing effective lesson plans. Teachers will be given the opportunity to participate in professional development offered by the region and district. New teachers will be offered plc's in the area of common core as well as rigor, relevance and relationship.

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. 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

Tier 1(Leadership Team)

- Administrator - Barbara Hernandez, who will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- School reading (Sandra Lopez), math (Julio Andrade), science (Susan Cummings), ESOL (Valerie Torres)

and behavior specialists

- Special education personnel (Joan Loupus)
- School guidance counselor (Maria Seguinot)
- School psychologist (specify Stuart Weinstock)
- School social worker (Carolina Camacho)
- Member of advisory group, community stakeholders, parents (specify names)
- In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (specify frequency) to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected (specify) members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected (specify) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The Tier 1 and Tier 2 worksheets document aimlines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

Data Sources

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad

Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)

- EasyCBM
- STAR reading assessment
- Oral Reading Fluency Measures
- Voyager Phonemic Awareness and Phonics measures
- Success Maker Utilization and Progress Reports
- Interim assessments
- 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
- Functional Assessment
- Frequency Monitoring

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

The school will participate in the MTSS district professional development which consists of;

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and

2, and School Support Team Training.

2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers

1 and 2, and School Support Team Training.

3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using the Tier I and II Observation Checklist, Tier I and II Critical Components Checklist, Problem-Solving Team Meeting Checklists, and Tier III Critical Components Checklist to reach a rating of at least 80% MTSS implementation in the school.

The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at <http://rti.dadeschools>).

A description of MTSS and MTSS parent resources will be available on the school's web site.

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:** 3,000

Intensive tutoring will be offered to students that are FCAT Levels 1 and 2 in reading and/or mathematics. Students will be given an opportunity to participate in a reading tutoring program once a week and/or a mathematics tutoring program once week.

Strategy Purpose(s)

- Instruction in core academic subjects

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

A pre-test will be given in the areas of reading and mathematics to gather data. The data will be used to plan for instruction. Teachers will use differentiated instruction to reteach skills in the area of reading and mathematics. Data chats will be held with tutors and students to target deficient areas in reading and mathematics. Monthly mini assessments will be given in order to continue to monitor progress.

Who is responsible for monitoring implementation of this strategy?

Administrators

Lisa Perry - Teacher

Sandra Lopez - Reading Coach

Strategy: Weekend Program**Minutes added to school year:** 1,440

Selected students will be offered the opportunity to participate in a Saturday Academy for Reading, Mathematics, and/or Science

Strategy Purpose(s)

- Instruction in core academic subjects

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

Pre-tests will be given to gather data. The data will be used to plan for instruction. Teachers will use differentiated instruction to reteach targeted reading skills. Data chats will be held with tutors and students. . Monthly mini assessments will be given in order to continue to monitor progress.

Who is responsible for monitoring implementation of this strategy?

Administrators

Lisa Perry - Teacher

Sandra Lopez - Reading Coach

Strategy: Before or After School Program**Minutes added to school year:** 1,500

A reading tutoring program will be offered to Limited English Proficiency students (ESOL Level 1-4), once a week for one hour after school.

Strategy Purpose(s)

- Instruction in core academic subjects

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

A reading pre-test will be given to gather data. The data will be used to plan for instruction. Teachers will use differentiated instruction to reteach targeted reading skills. Data chats will be held with tutors and students. Monthly mini assessments will be given in order to continue to monitor progress.

Who is responsible for monitoring implementation of this strategy?

Administrators

Lisa Perry - Teacher

Sandra Lopez - Reading Coach

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

Name	Title
Cynara Suarez	Principal
Barbara Hernandez-Guerra	Assistant Principal
Sandra Lopez	Reading Coach
Kimberly Robinson	Primary Reading Teacher
Lisa Perry	Intermediate Reading Teacher
Julio Andrade	Math Teacher
Susan Cummings	Science Department Chairperson
Joan Loupus	ESE Reading Teacher
Eduardo Tillet	Assistant Principal
Valeria Torres-Diaz	ESOL

How the school-based LLT functions

The LLT will meet on a monthly basis. Their function will be to ensure the implementation and monitoring of progress towards SIP goals, as well as the implementation of the Miami-Dade K-12 Comprehensive Core Reading Plan.

Major initiatives of the LLT

The Literacy Leadership Team at Dr. Edward L. Whigham Elementary will participate in several initiatives. They are as follows:

- Understand the theory and research on how literacy develops in young people by sharing best

practices and research on reading acquisition with all stakeholders (staff, parents, community)

- Model and demonstrate literacy strategies to support and encourage developing readers
- Help students to see themselves as successful readers, growing in confidence and competence, and setting goals to increase literacy achievement.
- Develop a literacy mandate for the entire school, with teams of teachers engaged in building competent readers and writers.

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

Students from participating preschools, their teachers, and their parents/guardians visit individual kindergarten classrooms and are actively engaged in daily activities with the students in those classrooms. Additionally, parents/guardians are provided information regarding the school's/district's kindergarten program. All incoming kindergarten students are screened by the school's certified kindergarten teachers in order to determine each child's readiness rate utilizing the Florida Kindergarten Readiness Screener (FLKRS) Assessment. The resulting data is disaggregated in order to provide specific skill remediation. Parents will be notified through flyers, monthly calendars, and Connect-Ed of upcoming parent workshops that will better enable them to work with their child at home. Dr. Edward L. Whigham Elementary also has a Head Start program.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	50%	No	63%
American Indian				
Asian				
Black/African American	55%	45%	No	60%
Hispanic	58%	49%	No	63%
White	70%	65%	No	73%
English language learners	37%	29%	No	43%
Students with disabilities	38%	14%	No	45%
Economically disadvantaged	56%	44%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	82	26%	30%
Students scoring at or above Achievement Level 4	65	21%	23%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		64%	68%
Students in lowest 25% making learning gains (FCAT 2.0)		67%	70%

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)	66	70%	73%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	33	35%	42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	36	36%	42%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	55	60%	64%
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	50%	49%	No	55%
American Indian				
Asian				
Black/African American	42%	41%	No	48%
Hispanic	53%	51%	No	57%
White	62%	52%	No	66%
English language learners	34%	34%	Yes	41%
Students with disabilities	38%	26%	No	45%
Economically disadvantaged	47%	46%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	87	28%	32%
Students scoring at or above Achievement Level 4	58	19%	21%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		74%	77%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		70%	73%

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	20	20%	24%
Students scoring at or above Achievement Level 4	17	17%	19%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		
Participation in STEM-related experiences provided for students	455	65%	75%

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	66	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	39	5%	4%
Students who are not proficient in reading by third grade	67	55%	50%
Students who receive two or more behavior referrals	49	7%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	23	3%	2%

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

Parental Involvement Plan (PIP)

Specific Parental Involvement Targets

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

- G1.** As indicated by the 2013 FCAT 2.0 Reading, 50 percent of students scored a Level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 13 percentage points to 63%.
- G2.** As indicated by the 2013 FCAT 2.0 Writing, 60 percent of students in Grade 4 scored a 3.5 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 64%.
- G3.** As indicated by the 2013 FCAT 2.0 Mathematics, 49% of students scored a Level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage points to 55%.
- G4.** As indicated by the 2013 FCAT 2.0 Science, 38 percent of students in Grade 5 scored a Level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 15 percentage points to 53%, while reducing Level 1 and 2 percentages.
- G5.** As indicated by participation records, 55% of students participated in 3 STEM-related experiences. Our goal is to increase the percentage of students participating in STEM experiences by 10 %age points and the number of STEM experiences offered by 2.
- G6.** Our goal for the 2013-2014 school year is to improve school wide processes in order to identify and assist at risk students earlier.

Goals Detail

G1. As indicated by the 2013 FCAT 2.0 Reading, 50 percent of students scored a Level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 13 percentage points to 63%.

Targets Supported

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

Resources Available to Support the Goal

- McGraw-Hill Reading Wonders Reading Program components including the Reading/Writing Workshop text, the Literature Anthology, and the Leveled Readers. Also, various on-line McGraw-Hill resources including interactive student practice activities as well as Time-for-Kids and Reader's Theater materials.
- Additional and ongoing professional development to support the effective implementation of the new reading series, McGraw-Hill Reading Wonders.
- SuccessMaker Reading technology program
- Accelerated Reader program

Targeted Barriers to Achieving the Goal

- The Black, Hispanic, White, ELL, SWD, and ED Subgroups did not meet their AMO target for 2013. 45% of the Black subgroup met their AMO target. The target for the 2013-2014 school year is 60%. 49% of the Hispanic subgroup met their AMO target. The target for the 2013-2014 school year is 63%. 65% of the White subgroup met their AMO target. The target for the 2013-2014 school year is 73%. 29% of the ELL subgroup met their AMO target. The target for the 2013-2014 school year is 43%. 14% of the SWD subgroup met their AMO target. The target for the 2013-2014 school year is 45%. 44% of the ED subgroup met their AMO target. The target for the 2013-2014 school year is 60%. The area of deficiency was Reporting Category 2 – Reading Application. Students experienced difficulty understanding, locating, and analyzing evidence in complex text.
- Performance data indicates that 26% of students scored Level 3 on the 2013 FCAT 2.0 Reading. The area of deficiency was Reporting Category 2 – Reading Application. Students experienced difficulty understanding, locating, and analyzing evidence in complex text. Our target for the 2013-2014 school year is to increase the percentage of students achieving Level 3 to 30%, while reducing the percentage of Level 1 and 2 students.
- Performance data indicates that 21% of students scored Level 4 and above on the 2013 FCAT 2.0 Reading. The area of deficiency was Reporting Category 2 – Reading Application. Students experienced difficulty locating and analyzing evidence in complex text. Our target for the 2013-2014 school year is to increase the percentage of students achieving Level 4 and 5 to 23%, while reducing the percentage of Level 1 and 2 students.
- Performance data indicates that 64% of students achieved Learning Gains on the 2013 FCAT 2.0 Reading. The area of deficiency was Reporting Category 2 – Reading Application. Students experienced difficulty understanding, locating, and analyzing evidence in complex text. Our target for the 2013-2014 school year is to increase the percentage of students achieving Learning Gains to 68%.
- Performance data indicates that 67% of students in the Lowest 25% achieved Learning Gains on the 2013 FCAT 2.0 Reading. The area of deficiency was Reporting Category 2 – Reading Application. Students experienced difficulty understanding, locating, and analyzing evidence in complex text. Our target for the 2013-2014 school year is to increase the percentage of student in the Lowest 25% achieving Learning Gains to 70%.

- Performance data indicates that 70% of ELL students scored proficient on the 2013 CELLA Listening and Speaking Test. Students experienced difficulty retelling story events. The target for the 2013-2014 school year is 73%.
- Performance data indicates that 35% of ELL students scored proficient on the 2013 CELLA Reading Test. Students experienced difficulties reading and understanding literary and informational text due to limited language acquisition skills. The target for the 2013-2014 school year is 42%.
- Performance data indicates that 36% of ELL students scored proficient on the 2013 CELLA Writing Test. Students experienced difficulties writing due to limited English vocabulary. The target for the 2013-2014 school year is 42%.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, Baseline and Interim Assessments, FAIR, and SuccessMaker data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

SBLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Student work, Reading Intervention Data Reports, Interim Assessments, FAIR, and SuccessMaker Data Reports Summative: 2014 FCAT 2.0 Reading, 2014 CELLA

G2. As indicated by the 2013 FCAT 2.0 Writing, 60 percent of students in Grade 4 scored a 3.5 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 64%.

Targets Supported

- Writing

Resources Available to Support the Goal

- District Writing Pacing Guides, District Website identifying resources and model lessons

Targeted Barriers to Achieving the Goal

- Students experienced difficulties creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis).

Plan to Monitor Progress Toward the Goal

Following the FCIM model, student writing samples will be monitored to ensure progress is being made and instruction will be adjusted as needed.

Person or Persons Responsible

SBLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Student Writing Samples, Mid-Year Writing Test Summative: 2014 FCAT Writing

G3. As indicated by the 2013 FCAT 2.0 Mathematics, 49% of students scored a Level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage points to 55%.

Targets Supported

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

Resources Available to Support the Goal

- Go Math Resources for teaching and reteaching, SuccessMaker Math Computer Program, Gizmos, FCAT Explorer and Focus

Targeted Barriers to Achieving the Goal

- Performance data indicates that the following subgroups did not meet their AMO targets; Black, Hispanic White, SWD, and ED. 41% of the Black subgroup met their AMO target. The target for the 2013-2014 school year is 48%. 51% of the Hispanic subgroup met their AMO target. The target for the 2013-2014 school year is 57%. 52% of the White subgroup met their AMO target. The target for the 2013-2014 school year is 66%. 26% of the SWD subgroup met their AMO target. The target for the 2013-2014 school year is 45%. 46% of the ED subgroup met their AMO target. The target for the 2013-2014 school year is 52%. Students in Grades 3 -5 experienced difficulties due to limited knowledge of Base 10 and Fractions. Students in Grade 5 also experienced difficulties with Geometry and Measurement. The ELL subgroup met their AMO target: 34% of the ELL subgroup met their AMO target. The target for the 2013-2014 school year is 43%.
- Performance data indicates that 28% of students scored a Level 3 on the 2013 FCAT 2.0 Mathematics. The area of deficiency was Numbers: Fractions and Base 10 as well as Geometry and Measurement in fifth grade only. Our target for the 2013-2014 school year is to increase the percentage of students achieving Level 3 to 32%, while reducing the percentage of Level 1 and 2 students.
- Performance data indicates that 19% of students scored Level 4 or 5 on the 2013 FCAT 2.0 Mathematics. The area of deficiency was Numbers: Fractions and Base 10 as well as Geometry and Measurement in fifth grade. Our target for the 2013-2014 school year is to increase the percentage of students achieving Level 4 and 5 to 21%, while reducing the percentage of Level 1 and 2 students.
- Performance data indicates that 74% of students made Learning Gains on the 2013 FCAT 2.0 Mathematics. The area of deficiency was Numbers: Fractions and Base 10 as well as Geometry and Measurement in fifth grade. Our target for the 2013-2014 school year is to increase the percentage of students making Learning Gains to 77%.
- Performance data indicates that 70% of students in the Lowest 25% made Learning Gains on the 2013 FCAT 2.0 Mathematics. The area of deficiency was Numbers: Fractions and Base 10 as well as Geometry and Measurement in fifth grade. Our target for the 2013-2014 school year is to increase the percentage of students in the Lowest 25% making Learning Gains to 73%.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, quarterly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

SBLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Go Math Unit Assessments, Interim Assessments, SuccessMaker and Gizmos Progress Reports
Summative: 2014 FCAT 2.0 Mathematics

G4. As indicated by the 2013 FCAT 2.0 Science, 38 percent of students in Grade 5 scored a Level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 15 percentage points to 53%, while reducing Level 1 and 2 percentages.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- District Pacing Guides which include Science instruction resources Explore Learning Gizmos™ Science Builder (Located in Learning Village) Discovery Education (Title I Schools) FCAT Explorer Elementary Science Fair

Targeted Barriers to Achieving the Goal

- Performance data indicates that 20% of students scored a Level 3 on the 2013 FCAT 2.0 Science. The area of deficiency was Nature of Science. Our target for the 2013-2014 school year is to increase the percentage of students achieving Level 3 to 24%, while reducing the percentage of Level 1 and 2 students.
- Performance data indicates that 17% of students scored a Level 4 and 5 on the 2013 FCAT 2.0 Science. The area of deficiency was Physical Science. Our target for the 2013-2014 school year is to increase the percentage of students achieving Level 4 and 5 to 19%, while reducing the percentage of Level 1 and 2 students.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, quarterly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

SBLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative: Student Work, Classroom Assessments, Interim Assessments, GIZMOs Reports
Formative: 2014 FCAT 2.0 Science

G5. As indicated by participation records, 55% of students participated in 3 STEM-related experiences. Our goal is to increase the percentage of students participating in STEM experiences by 10 %age points and the number of STEM experiences offered by 2.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Science teachers who have received STEM training Science FAIR resources Discovery Education Technology Gizmos Explore Learning Program Science Builder

Targeted Barriers to Achieving the Goal

- Participation data indicates that 55% of students participated in 3 STEM activities throughout the school year. Additional opportunities for students to participate in STEM-related activities are needed.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, quarterly records of STEM-related experiences and participation numbers will be reviewed and planning will be adjusted as needed.

Person or Persons Responsible

SBLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Student Work, Student Projects, Student Participation in Science Competitions Summative: STEM-related Experiences Opportunities and Participation Records

G6. Our goal for the 2013-2014 school year is to improve school wide processes in order to identify and assist at risk students earlier.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Counselor, Code of Student Conduct, Alternative to Suspension School-based Plan, No Bullying Program, Character Education, Rtl Team

Targeted Barriers to Achieving the Goal

- Performance data indicates that 8% (66) of students missed 10% or more of available instructional time. Our goal is to decrease the percentage of students missing 10% of available instructional time by 1 percentage point to 7%
- Performance data indicates 5% (39) of students were retained from PK to Grade 5. Our goal is to decrease the percentage of students being retained by 1 percentage point to 4%.
- Performance data indicates 55% (67) students were not proficient in Reading by grade 3. Our goal is to decrease the percentage of students who are not proficient in Reading by grade 3 by 5 percentage points to 55%.
- Performance data indicates that 7% (49) students received two or more behavioral referrals. Our goal is to decrease the percentage of students who received two or more behavioral referrals by 1 percentage point to 6%.
- Performance data indicates 3% (23) students received one or more behavioral referrals that led to suspension. Our goal is to decrease the percentage of students who received one or more behavioral referrals that led to suspension by 1 percentage point to 2%.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, school wide Early Warning Systems data will be reviewed and support will be provided to students who are at risk.

Person or Persons Responsible

Administrators, Counselor

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative: Student Case Management forms, Intervention Reports Formative: Early Warning Systems data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. As indicated by the 2013 FCAT 2.0 Reading, 50 percent of students scored a Level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 13 percentage points to 63%.

G1.B1 The Black, Hispanic, White, ELL, SWD, and ED Subgroups did not meet their AMO target for 2013. 45% of the Black subgroup met their AMO target. The target for the 2013-2014 school year is 60%. 49% of the Hispanic subgroup met their AMO target. The target for the 2013-2014 school year is 63%. 65% of the White subgroup met their AMO target. The target for the 2013-2014 school year is 73%. 29% of the ELL subgroup met their AMO target. The target for the 2013-2014 school year is 43%. 14% of the SWD subgroup met their AMO target. The target for the 2013-2014 school year is 45%. 44% of the ED subgroup met their AMO target. The target for the 2013-2014 school year is 60%. The area of deficiency was Reporting Category 2 – Reading Application. Students experienced difficulty understanding, locating, and analyzing evidence in complex text.

G1.B1.S1 Teachers will explicitly instruct and assist students in reading and comprehending complex text using McGraw-Hill Leveled Readers in a small group differentiated setting during the 90 minute reading block.

Action Step 1

Teachers will explicitly instruct and assist students in reading and comprehending complex text using McGraw-Hill Leveled Readers in a small group differentiated setting during the 90 minute reading block.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Reading Group Rosters, Lesson Plans

Facilitator:

Reading Coach

Participants:

Teacher

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

Classroom Walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Walkthrough Schedules, Notes

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM Model McGraw-Hill Reading Wonders Weekly and Unit assessments, and District Interim Assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work, site generated assessments, McGraw-Hill Reading Wonders Weekly and Unit assessments, District Interim Assessments

G1.B2 Performance data indicates that 26% of students scored Level 3 on the 2013 FCAT 2.0 Reading. The area of deficiency was Reporting Category 2 – Reading Application. Students experienced difficulty understanding, locating, and analyzing evidence in complex text. Our target for the 2013-2014 school year is to increase the percentage of students achieving Level 3 to 30%, while reducing the percentage of Level 1 and 2 students.

G1.B2.S1 Teachers should provide explicit instruction using graphic organizers to help students locate, analyze, and synthesize details in text to uncover meaning and draw correct conclusions.

Action Step 1

Teachers should provide explicit instruction using graphic organizers to help students locate, analyze, and synthesize details in text to uncover meaning and draw correct conclusions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work, Lesson plans

Facilitator:

Reading Coach

Participants:

Teachers

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

Classroom Walkthroughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Walkthrough Schedules

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, Baseline and Interim data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Student work, McGraw-Hill Reading Wonders Weekly and Unit Assessments, Baseline and Interim Assessments, FAIR, SuccessMaker Reports Summative: 2014 FCAT 2.0 Reading, 2014 CELLA

G1.B3 Performance data indicates that 21% of students scored Level 4 and above on the 2013 FCAT 2.0 Reading. The area of deficiency was Reporting Category 2 – Reading Application. Students experienced difficulty locating and analyzing evidence in complex text. Our target for the 2013-2014 school year is to increase the percentage of students achieving Level 4 and 5 to 23%, while reducing the percentage of Level 1 and 2 students.

G1.B3.S1 Teachers should emphasize the process of Close Analytical Reading of complex text to support conclusions and arguments. Teachers should emphasize analytical writing in response to reading complex text.

Action Step 1

Teachers should emphasize the process of Close Analytical Reading to support conclusions and arguments. Teachers should emphasize analytical writing in response to reading complex text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work, Lesson Plans

Facilitator:

Reading Coach

Participants:

Teachers

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

Classroom Walkthroughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Walkthrough Schedules

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM Model, McGraw-Hill Reading Wonders Weekly and Unit assessments, and District Interim Assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work, site generated assessments, McGraw-Hill Reading Wonders Weekly and Unit assessments, District Interim Assessments.

G1.B4 Performance data indicates that 64% of students achieved Learning Gains on the 2013 FCAT 2.0 Reading. The area of deficiency was Reporting Category 2 – Reading Application. Students experienced difficulty understanding, locating, and analyzing evidence in complex text. Our target for the 2013-2014 school year is to increase the percentage of students achieving Learning Gains to 68%.

G1.B4.S1 Teachers will provide data driven small group differentiated Guided Reading instruction targeting reading strategies and skills during the 90 minute reading block as outlined in the MDCPS K-12 CRRP.

Action Step 1

Teachers will provide data driven small group differentiated Guided Reading instruction targeting reading strategies and skills during the 90 minute reading block as outlined in the MDCPS K-12 CRRP.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Differentiated Instruction Grouping Rosters, Differentiated Instruction Schedules, Lesson Plans

Facilitator:

Reading Coach

Participants:

Teachers

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

Classroom Walkthroughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Walkthrough Schedules

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, Baseline and Interim data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work, site generated mini assessments, Progress monitoring data, McGraw-Hill Reading Wonders Weekly and Unit assessments, District Interim Assessments.

G1.B5 Performance data indicates that 67% of students in the Lowest 25% achieved Learning Gains on the 2013 FCAT 2.0 Reading. The area of deficiency was Reporting Category 2 – Reading Application. Students experienced difficulty understanding, locating, and analyzing evidence in complex text. Our target for the 2013-2014 school year is to increase the percentage of student in the Lowest 25% achieving Learning Gains to 70%.

G1.B5.S1 In addition to targeted small group reading instruction during the 90 reading block, teachers should provide an additional 30 minutes of reading intervention using a District approved intervention program (McGraw-Hill Reading Wonders, Voyager Passport, or SuccessMaker) outside the 90 minute reading block. Teachers should emphasize and model explicit reading strategies and skills as dictated by the specific intervention program.

Action Step 1

In addition to targeted small group reading instruction during the 90 reading block, teachers should provide an additional 30 minutes of reading intervention using a District approved intervention program (McGraw-Hill Reading Wonders, Voyager Passport, or SuccessMaker) outside the 90 minute reading block. Teachers should emphasize and model explicit reading strategies and skills as dictated by the specific intervention program.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Reading Group Rosters Intervention schedules, attendance sheets

Facilitator:

Reading Coach

Participants:

Teacher

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

Reading Intervention Sessions Walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Walkthrough Schedules, Notes

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM Model, Intervention Program data reports, McGraw-Hill Reading Wonders Weekly and Unit assessments, and District Interim Assessment data reports will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Specific Intervention Program Data Reports, FAIR AP2 and AP3 Data McGraw-Hill Reading Wonders Weekly and Unit Assessments, Interim Assessments

G1.B6 Performance data indicates that 70% of ELL students scored proficient on the 2013 CELLA Listening and Speaking Test. Students experienced difficulty retelling story events. The target for the 2013-2014 school year is 73%.

G1.B6.S1 Teachers should emphasize and model effective retelling strategies and provide students with opportunities to participate in Collaborative Conversations with English speaking classmates.

Action Step 1

Teachers should emphasize and model effective retelling strategies and provide students with opportunities to participate in Collaborative Conversations with English speaking classmates.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Facilitator:

ESOL Department Chair

Participants:

Teachers

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

Classroom Walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Walkthrough Schedules

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM Model, quarterly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher Checklists for Collaborative Conversations and Presentation skills.

G1.B7 Performance data indicates that 35% of ELL students scored proficient on the 2013 CELLA ReadingTest. Students experienced difficulties reading and understanding literary and informational text due to limited language acquisition skills. The target for the 2013-2014 school year is 42%.

G1.B7.S1 Teachers should utilize ESOL strategies when providing Reading instruction to ELL students, including ELL strategies embedded in the McGraw-Hill Reading Wonders materials.

Action Step 1

Teachers should utilize ESOL strategies when providing Reading instruction to ELL students, including ELL strategies embedded in the McGraw-Hill Reading Wonders materials.

Person or Persons Responsible

Teachers of ELL students

Target Dates or Schedule

ongoing

Evidence of Completion

Student Work, Lesson Plans

Facilitator:

ESOL Chairperson

Participants:

Teachers of ELL students

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

Classroom Walkthroughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Walkthrough Schedules

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM model, quarterly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Progress on Classroom Assessments, FAIR, SuccessMaker Reports, Interim Assessments,

G1.B8 Performance data indicates that 36% of ELL students scored proficient on the 2013 CELLA Writing Test. Students experienced difficulties writing due to limited English vocabulary. The target for the 2013-2014 school year is 42%.

G1.B8.S1 Teachers should provide daily writing instruction utilizing ESOL strategies, such as word banks, word walls and collections, sentence and paragraph frames, and Collaborative Conversations before, during and after writing.

Action Step 1

Teachers should provide writing instruction utilizing ESOL strategies, such as word banks, word walls and word collections, planners, sentence and paragraph frames, and Collaborative Conversations before, during and after writing.

Person or Persons Responsible

Teachers of ELL Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Lesson Plans

Facilitator:

ESOL Chairperson

Participants:

Teachers of ELL Students

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

Classroom Walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Walkthrough Schedules

Plan to Monitor Effectiveness of G1.B8.S1

6. Following the FCIM model, quarterly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work, writing samples scored using District Writing Rubrics

G2. As indicated by the 2013 FCAT 2.0 Writing, 60 percent of students in Grade 4 scored a 3.5 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 64%.

G2.B1 Students experienced difficulties creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis).

G2.B1.S1 Teachers should provide students with opportunities to participate in collaborative conversations throughout the writing process. These conversations should focus on building on each others' thoughts and ideas, adding supporting details, and applying transitional words/phrases appropriate to the genre to organize, and sequence ideas to provide fluency in the writing.

Action Step 1

Teachers should provide students with opportunities to participate in collaborative conversations throughout the writing process. These conversations should focus on building on each others' thoughts and ideas, adding supporting details, and applying transitional words/phrases appropriate to the genre to organize, and sequence ideas to provide fluency in the writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work, Lesson plans

Facilitator:

Reading Coach

Participants:

Teachers

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

Classroom Walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Walkthrough Schedules

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, student writing samples will be monitored to ensure progress is being made and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Writing Samples, Mid-Year Writing Test

G3. As indicated by the 2013 FCAT 2.0 Mathematics, 49% of students scored a Level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage points to 55%.

G3.B1 Performance data indicates that the following subgroups did not meet their AMO targets; Black, Hispanic White, SWD, and ED. 41% of the Black subgroup met their AMO target. The target for the 2013-2014 school year is 48%. 51% of the Hispanic subgroup met their AMO target. The target for the 2013-2014 school year is 57%. 52% of the White subgroup met their AMO target. The target for the 2013-2014 school year is 66%. 26% of the SWD subgroup met their AMO target. The target for the 2013-2014 school year is 45%. 46% of the ED subgroup met their AMO target. The target for the 2013-2014 school year is 52%. Students in Grades 3 -5 experienced difficulties due to limited knowledge of Base 10 and Fractions. Students in Grade 5 also experienced difficulties with Geometry and Measurement. The ELL subgroup met their AMO target: 34% of the ELL subgroup met their AMO target. The target for the 2013-2014 school year is 43%.

G3.B1.S1 Grade 3 teachers should support mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations. Grade 4 teachers should support mathematical fluency and problem solving skills in the areas of relating decimals, fractions, and percents; and comparing and ordering fractions and decimals by providing time to practice and apply learned concepts in real-life situations. Grade 5 teachers should support mathematical fluency and problem solving skills in the areas of multi-digit division and addition and subtraction with fractions, mixed numbers and decimals by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Grade 3 teachers should support mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations. Grade 4 teachers should support mathematical fluency and problem solving skills in the areas of relating decimals, fractions, and percents; and comparing and ordering fractions and decimals by providing time to practice and apply learned concepts in real-life situations. Grade 5 teachers should support mathematical fluency and problem solving skills in the areas of multi-digit division and addition and subtraction with fractions, mixed numbers and decimals by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Student work, Lesson Plans

Facilitator:

Math Grade Chairperson

Participants:

Teachers

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

Classroom Walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Walkthrough Schedules

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, quarterly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work, Go Math Assessments, Interims, SuccessMaker and Gizmos Student Reports.

G3.B1.S2 One hour per week of after school Math tutoring will be provided to students.

Action Step 1

Students will be offered one hour of after school Math tutoring per week.

Person or Persons Responsible

Administration

Target Dates or Schedule

March 3 - April 10, 2014

Evidence of Completion

Student work, Class Assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Administrator Walkthroughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Administrator Walkthrough Schedule

Plan to Monitor Effectiveness of G3.B1.S2

Following the FCIM model, quarterly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Monthly

Evidence of Completion

Class Assessments

G3.B2 Performance data indicates that 28% of students scored a Level 3 on the 2013 FCAT 2.0 Mathematics. The area of deficiency was Numbers: Fractions and Base 10 as well as Geometry and Measurement in fifth grade only. Our target for the 2013-2014 school year is to increase the percentage of students achieving Level 3 to 32%, while reducing the percentage of Level 1 and 2 students.

G3.B2.S1 Teachers should foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations through the use of hands-on and computer based programs to build competence in fractions including Gizmos and SuccessMaker.

Action Step 1

Teachers should foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations through the use of hands-on and computer based programs to build competence in fractions including Gizmos and SuccessMaker.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Student work, Go Math Assessments, Interim Assessments, SuccessMaker reports

Facilitator:

Math Department Chair

Participants:

Teachers

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

Classroom Walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Walkthrough Schedules

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM model, quarterly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work, Go Math Assessments, Interim Assessments, SuccessMaker and Gizmos reports

G3.B3 Performance data indicates that 19% of students scored Level 4 or 5 on the 2013 FCAT 2.0 Mathematics. The area of deficiency was Numbers: Fractions and Base 10 as well as Geometry and Measurement in fifth grade. Our target for the 2013-2014 school year is to increase the percentage of students achieving Level 4 and 5 to 21%, while reducing the percentage of Level 1 and 2 students.

G3.B3.S1 Teachers should provide opportunities for students to verify the reasonableness of number operation results through enrichment activities such as those found in Go Math, SuccessMaker and Gizmos.

Action Step 1

Teachers should provide opportunities for students to verify the reasonableness of number operation results through enrichment activities such as those found in Go Math, SuccessMaker and Gizmos.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Student work, Go Math Assessments, Interim Assessments, SuccessMaker and Gizmos reports.

Facilitator:

Math Chairperson

Participants:

Teacher

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

Classroom Walkthroughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Walkthrough Schedules

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM model, quarterly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work, Go Math Assessments, Interim Assessments, SuccessMaker and Gizmos reports

G3.B4 Performance data indicates that 74% of students made Learning Gains on the 2013 FCAT 2.0 Mathematics. The area of deficiency was Numbers: Fractions and Base 10 as well as Geometry and Measurement in fifth grade. Our target for the 2013-2014 school year is to increase the percentage of students making Learning Gains to 77%.

G3.B4.S1 Teachers should provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area ; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures.

Action Step 1

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

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Class work, Class Assessments, Interim Assessments, Gizmos and SuccessMaker Reports

Facilitator:

Math Chairperson

Participants:

Teachers

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

Classroom Walkthroughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Class work, Class Assessments, Interim Assessments, Gizmos and SuccessMaker Reports

Plan to Monitor Effectiveness of G3.B4.S1

Following the FCIM model, quarterly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Class work, Class Assessments, Interim Assessments, Gizmos and SuccessMaker Reports

G3.B5 Performance data indicates that 70% of students in the Lowest 25% made Learning Gains on the 2013 FCAT 2.0 Mathematics. The area of deficiency was Numbers: Fractions and Base 10 as well as Geometry and Measurement in fifth grade. Our target for the 2013-2014 school year is to increase the percentage of students in the Lowest 25% making Learning Gains to 73%.

G3.B5.S1 Teachers should provide opportunities to practice math skills in a small group setting as needed. Teachers should identify students in need of additional small group practice time and develop a schedule that allows for this practice.

Action Step 1

Students should have opportunities to practice math skills in a small group setting as needed. Teachers should identify students in need of additional small group practice time and develop a schedule that allows for this practice.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Student work, Classroom assessments, Interim assessments, SuccessMaker reports

Facilitator:

Math Chairperson

Participants:

Teacher

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

Classroom Walkthroughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

quarterly

Evidence of Completion

Classroom Walkthrough Schedules

Plan to Monitor Effectiveness of G3.B5.S1

Following the FCIM model, quarterly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work, Classroom assessments, Interim assessments, SuccessMaker reports

G3.B5.S2 Intensive Math tutoring will be provided to students in the Lowest 25% for one hour, twice per week. Tutoring will focus on the weakest skills as identified by Interim Assessment data and by input from the Math teachers.

Action Step 1

Students in the Lowest 25% will participate in two hours per week of intensive math intervention.

Person or Persons Responsible

Math Tutors

Target Dates or Schedule

ongoing

Evidence of Completion

Weekly Math Assessments, Interim Math Assessments

Plan to Monitor Fidelity of Implementation of G3.B5.S2

Tutoring Classroom Walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Walkthrough Schedules

Plan to Monitor Effectiveness of G3.B5.S2

Following the FCIM model, quarterly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Work, Classroom Assessments, Interim Assessments

G4. As indicated by the 2013 FCAT 2.0 Science, 38 percent of students in Grade 5 scored a Level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 15 percentage points to 53%, while reducing Level 1 and 2 percentages.

G4.B1 Performance data indicates that 20% of students scored a Level 3 on the 2013 FCAT 2.0 Science. The area of deficiency was Nature of Science. Our target for the 2013-2014 school year is to increase the percentage of students achieving Level 3 to 24%, while reducing the percentage of Level 1 and 2 students.

G4.B1.S1 Teachers should Increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards.

Action Step 1

Teachers should Increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Student work, student science journals, lab reports, Interim Assessments

Facilitator:

Science Department Chair

Participants:

Teacher

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

Classroom Walkthroughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Walkthrough Schedules

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM model, quarterly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Work, Classroom Assessments, Interim Assessments, GIZMOs Reports

G4.B1.S2 Teachers should Incorporate instructional technology resources into the classroom such as GIZMOs, FCAT Explorer, Discovery, NBC Learn as appropriate.

Action Step 1

Teachers should incorporated instructional technology resources into the classroom such as Explore Learning Gizmos, FCAT Explorer, Discovery, and NBC Learn as appropriate.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Lesson Plans

Facilitator:

Science Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Classroom Walkthroughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Walkthrough Schedules

Plan to Monitor Effectiveness of G4.B1.S2

Following the FCIM model, data generated from technology resources will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Student work, Unit Science Assessments, Baseline and Interim Science Tests Summative: 2014 FCAT 2.0 Science

G4.B2 Performance data indicates that 17% of students scored a Level 4 and 5 on the 2013 FCAT 2.0 Science. The area of deficiency was Physical Science. Our target for the 2013-2014 school year is to increase the percentage of students achieving Level 4 and 5 to 19%, while reducing the percentage of Level 1 and 2 students.

G4.B2.S1 Teachers should promote the use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance student conceptual understanding of topics being addressed.

Action Step 1

Teachers should promote the use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, Discovery Ed) to enhance student conceptual understanding of topics being addressed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work, Technology Reports (Gizmos, Florida Achieves FOCUS)

Facilitator:

Science Chairperson

Participants:

Teachers

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

Classroom Walkthroughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Walkthrough Schedules

Plan to Monitor Effectiveness of G4.B2.S1

Following the FCIM model, Baseline and Interim data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Student work, Unit Assessments, Baseline and Interim Assessments Summative: 2014 FCAT 2.0 Science

G4.B2.S2 Selected teachers will Implement the W.A.V.E. (Whigham Aquatic Visionary Explorers) Destination Academy for 2nd-5th grade students who qualify. W.A.V.E.teachers will monitor and support the implementation of rigorous activities, high order questioning strategies, problem solving skills, and hands-on learning to increase student conceptual understanding.

Action Step 1

Selected teachers will Implement the W.A.V.E. (Whigham Aquatic Visionary Explorers) Destination Academy for 2nd-5th grade students who qualify. W.A.V.E.teachers will monitor and support the implementation of rigorous activities, high order questioning strategies, problem solving skills, and hands-on learning to increase student conceptual understanding.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work, Lesson Plans

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

Classroom Walkthroughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Walkthrough Schedules

Plan to Monitor Effectiveness of G4.B2.S2

Following the FCIM model, quarterly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Unit Assessments, Baseline and Interim Assessments Summative: 2014 FCAT 2.0 Science

G5. As indicated by participation records, 55% of students participated in 3 STEM-related experiences. Our goal is to increase the percentage of students participating in STEM experiences by 10 %age points and the number of STEM experiences offered by 2.

G5.B1 Participation data indicates that 55% of students participated in 3 STEM activities throughout the school year. Additional opportunities for students to participate in STEM-related activities are needed.

G5.B1.S1 Teachers should provide additional opportunities for all students to participate in STEM-related activities.

Action Step 1

Teachers should provide additional opportunities for all students to participate in STEM-related activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Record of STEM-related Experiences Records of Participation in STEM Activities

Facilitator:

Science and Math Chairpersons

Participants:

Teachers

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

Classroom Walkthroughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Walkthrough Schedules

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM model, quarterly records of STEM-related experiences and participation numbers will be reviewed and planning will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Work Student Projects Record of STEM-related Experiences Records of Participation in STEM-related Activities

G6. Our goal for the 2013-2014 school year is to improve school wide processes in order to identify and assist at risk students earlier.

G6.B1 Performance data indicates that 8% (66) of students missed 10% or more of available instructional time. Or goal is to decrease the percentage of students missing 10% of available instructional time by 1 percentage point to 7%

G6.B1.S1 Teachers will implement the school wide discipline plan.

Action Step 1

Teachers will implement the school wide discipline plan.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Number of Student Case Management forms being written

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

Classroom Walkthroughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

quarterly

Evidence of Completion

Classroom Walkthrough Schedules

Plan to Monitor Effectiveness of G6.B1.S1

Following the FCIM model, Student Case Management forms will be reviewed and students who are missing instructional time will be given counseling.

Person or Persons Responsible

Counselor

Target Dates or Schedule

Quarterly

Evidence of Completion

Decrease in number of students missing instructional time

G6.B2 Performance data indicates 5% (39) of students were retained from PK to Grade 5. Our goal is to decrease the percentage of students being retained by 1 percentage point to 4%.

G6.B2.S1 Teachers will implement the Reading Intervention programs with fidelity.

Action Step 1

Teachers will implement the Reading Intervention programs with fidelity.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Intervention Progress Monitoring Assessments

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

Classroom Walkthroughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Walkthrough Schedules

Plan to Monitor Effectiveness of G6.B2.S1

Following the FCIM model, Intervention progress monitoring data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Summative: Reading Intervention Progress Monitoring Assessments Formative: Early Warning Systems data

G6.B3 Performance data indicates 55% (67) students were not proficient in Reading by grade 3. Our goal is to decrease the percentage of students who are not proficient in Reading by grade 3 by 5 percentage points to 55%.

G6.B3.S1 Teachers will implement Reading Intervention programs with fidelity.

Action Step 1

Teachers will implement Reading Intervention programs with fidelity.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Intervention Progress Monitoring Reports

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

Classroom Walkthroughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Walkthrough Schedules

Plan to Monitor Effectiveness of G6.B3.S1

Following the FCIM model, Intervention progress monitoring data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLt

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Reading Intervention Progress Monitoring data Summative: Early Warning Systems dat

G6.B4 Performance data indicates that 7% (49) students received two or more behavioral referrals. Our goal is to decrease the percentage of students who received two or more behavioral referrals by 1 percentage point to 6%.

G6.B4.S1 Teachers will implement the school wide discipline plan.

Action Step 1

Teachers will implement the school wide discipline plan.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Decrease in the number of behavioral referrals - Student Case Management forms

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

Classroom Walkthrough

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Walkthrough Schedules

Plan to Monitor Effectiveness of G6.B4.S1

Following the FCIM model, quarterly Student Case Management data will be reviewed and support will be provided to at risk students.

Person or Persons Responsible

Administrators, Counselor

Target Dates or Schedule

Quarterly

Evidence of Completion

Summative: Student Case Management forms Formative: Early Warning Systems Data

G6.B5 Performance data indicates 3% (23) students received one or more behavioral referrals that led to suspension. Our goal is to decrease the percentage of students who received one or more behavioral referrals that led to suspension by 1 percentage point to 2%.

G6.B5.S1 Teachers will implement and follow the Alternate to Suspension School-based Plan.

Action Step 1

Teachers will implement and follow the Alternate to Suspension School-based Plan.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing - As Needed

Evidence of Completion

Decrease in Behavioral Referrals

Plan to Monitor Fidelity of Implementation of G6.B5.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B5.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Dr. Edward L. Whigham Elementary is a Title 1 School. The school receives Title 1 funds to help support the educational needs of all our students. Through our Title 1 Program, additional resources are used to assist with technology. Personnel is also essential in assisting our students that are not meeting grade level and need remediation and interventions. The purpose of Title 1 is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. Title 1 funded Community Involvement Specialists (CIS) serve as a bridge between the home and school through home visits, conference calls, school site and community parenting activities. Through Title 1, meetings are conducted in an effort to involve parents in the decision making processes of the school. The Reading Coach develops, leads, and evaluates school core content standards and programs; identifies systematic patterns of student needs while working with district personnel to identify and provide appropriate, evidence-based intervention strategies; assist with school-wide screening programs that provide early intervening services for children that are considered "at risk"; assist in the design and implementation for progress monitoring, data collection, data analysis and participate in the design and delivery of professional development. Support is provided for assessment and implementation monitoring. Parents participate in the design of the school's Parent Involvement Plan (PIP). The PIP is provided at the Title 1 Annual Meeting at the beginning of the school year. Title 1 meetings are ongoing to promote parental involvement.

The Title X Homeless program allows our students to receive an equal opportunity in their education. These students are eligible to receive transportation, uniforms, free lunch and a high quality education. Our school has a Head Start program for families that meet the criteria and qualify. The Head Start program has a tradition of delivering comprehensive and set high quality services designed to foster healthy development in low income children. Head Start mobilizes communities to provide resources needed to support strong families. Our school also offers an Early Head Start Program. This program assists low income families with infants and toddlers. Early Head Start is an early intervention high quality program that enhances children's physical, social emotional and cognitive development. Furthermore, Dr. Edward L. Whigham has adopted a District Wellness Plan. We are committed to providing a healthy environment for students and staff within the school environment, recognizing that individuals must be physically, mentally, and socially healthy in order to promote wellness and academic performance. The school has chosen to promote and provide nutritious foods available on campus during the school day to promote student and staff health.

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. As indicated by the 2013 FCAT 2.0 Reading, 50 percent of students scored a Level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 13 percentage points to 63%.

G1.B1 The Black, Hispanic, White, ELL, SWD, and ED Subgroups did not meet their AMO target for 2013. 45% of the Black subgroup met their AMO target. The target for the 2013-2014 school year is 60%. 49% of the Hispanic subgroup met their AMO target. The target for the 2013-2014 school year is 63%. 65% of the White subgroup met their AMO target. The target for the 2013-2014 school year is 73%. 29% of the ELL subgroup met their AMO target. The target for the 2013-2014 school year is 43%. 14% of the SWD subgroup met their AMO target. The target for the 2013-2014 school year is 45%. 44% of the ED subgroup met their AMO target. The target for the 2013-2014 school year is 60%. The area of deficiency was Reporting Category 2 – Reading Application. Students experienced difficulty understanding, locating, and analyzing evidence in complex text.

G1.B1.S1 Teachers will explicitly instruct and assist students in reading and comprehending complex text using McGraw-Hill Leveled Readers in a small group differentiated setting during the 90 minute reading block.

PD Opportunity 1

Teachers will explicitly instruct and assist students in reading and comprehending complex text using McGraw-Hill Leveled Readers in a small group differentiated setting during the 90 minute reading block.

Facilitator

Reading Coach

Participants

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Reading Group Rosters, Lesson Plans

G1.B2 Performance data indicates that 26% of students scored Level 3 on the 2013 FCAT 2.0 Reading. The area of deficiency was Reporting Category 2 – Reading Application. Students experienced difficulty understanding, locating, and analyzing evidence in complex text. Our target for the 2013-2014 school year is to increase the percentage of students achieving Level 3 to 30%, while reducing the percentage of Level 1 and 2 students.

G1.B2.S1 Teachers should provide explicit instruction using graphic organizers to help students locate, analyze, and synthesize details in text to uncover meaning and draw correct conclusions.

PD Opportunity 1

Teachers should provide explicit instruction using graphic organizers to help students locate, analyze, and synthesize details in text to uncover meaning and draw correct conclusions.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work, Lesson plans

G1.B3 Performance data indicates that 21% of students scored Level 4 and above on the 2013 FCAT 2.0 Reading. The area of deficiency was Reporting Category 2 – Reading Application. Students experienced difficulty locating and analyzing evidence in complex text. Our target for the 2013-2014 school year is to increase the percentage of students achieving Level 4 and 5 to 23%, while reducing the percentage of Level 1 and 2 students.

G1.B3.S1 Teachers should emphasize the process of Close Analytical Reading of complex text to support conclusions and arguments. Teachers should emphasize analytical writing in response to reading complex text.

PD Opportunity 1

Teachers should emphasize the process of Close Analytical Reading to support conclusions and arguments. Teachers should emphasize analytical writing in response to reading complex text.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work, Lesson Plans

G1.B4 Performance data indicates that 64% of students achieved Learning Gains on the 2013 FCAT 2.0 Reading. The area of deficiency was Reporting Category 2 – Reading Application. Students experienced difficulty understanding, locating, and analyzing evidence in complex text. Our target for the 2013-2014 school year is to increase the percentage of students achieving Learning Gains to 68%.

G1.B4.S1 Teachers will provide data driven small group differentiated Guided Reading instruction targeting reading strategies and skills during the 90 minute reading block as outlined in the MDCPS K-12 CRRP.

PD Opportunity 1

Teachers will provide data driven small group differentiated Guided Reading instruction targeting reading strategies and skills during the 90 minute reading block as outlined in the MDCPS K-12 CRRP.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Differentiated Instruction Grouping Rosters, Differentiated Instruction Schedules, Lesson Plans

G1.B5 Performance data indicates that 67% of students in the Lowest 25% achieved Learning Gains on the 2013 FCAT 2.0 Reading. The area of deficiency was Reporting Category 2 – Reading Application. Students experienced difficulty understanding, locating, and analyzing evidence in complex text. Our target for the 2013-2014 school year is to increase the percentage of student in the Lowest 25% achieving Learning Gains to 70%.

G1.B5.S1 In addition to targeted small group reading instruction during the 90 reading block, teachers should provide an additional 30 minutes of reading intervention using a District approved intervention program (McGraw-Hill Reading Wonders, Voyager Passport, or SuccessMaker) outside the 90 minute reading block. Teachers should emphasize and model explicit reading strategies and skills as dictated by the specific intervention program.

PD Opportunity 1

In addition to targeted small group reading instruction during the 90 reading block, teachers should provide an additional 30 minutes of reading intervention using a District approved intervention program (McGraw-Hill Reading Wonders, Voyager Passport, or SuccessMaker) outside the 90 minute reading block. Teachers should emphasize and model explicit reading strategies and skills as dictated by the specific intervention program.

Facilitator

Reading Coach

Participants

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Reading Group Rosters Intervention schedules, attendance sheets

G1.B6 Performance data indicates that 70% of ELL students scored proficient on the 2013 CELLA Listening and Speaking Test. Students experienced difficulty retelling story events. The target for the 2013-2014 school year is 73%.

G1.B6.S1 Teachers should emphasize and model effective retelling strategies and provide students with opportunities to participate in Collaborative Conversations with English speaking classmates.

PD Opportunity 1

Teachers should emphasize and model effective retelling strategies and provide students with opportunities to participate in Collaborative Conversations with English speaking classmates.

Facilitator

ESOL Department Chair

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

G1.B7 Performance data indicates that 35% of ELL students scored proficient on the 2013 CELLA Reading Test. Students experienced difficulties reading and understanding literary and informational text due to limited language acquisition skills. The target for the 2013-2014 school year is 42%.

G1.B7.S1 Teachers should utilize ESOL strategies when providing Reading instruction to ELL students, including ELL strategies embedded in the McGraw-Hill Reading Wonders materials.

PD Opportunity 1

Teachers should utilize ESOL strategies when providing Reading instruction to ELL students, including ELL strategies embedded in the McGraw-Hill Reading Wonders materials.

Facilitator

ESOL Chairperson

Participants

Teachers of ELL students

Target Dates or Schedule

ongoing

Evidence of Completion

Student Work, Lesson Plans

G1.B8 Performance data indicates that 36% of ELL students scored proficient on the 2013 CELLA Writing Test. Students experienced difficulties writing due to limited English vocabulary. The target for the 2013-2014 school year is 42%.

G1.B8.S1 Teachers should provide daily writing instruction utilizing ESOL strategies, such as word banks, word walls and collections, sentence and paragraph frames, and Collaborative Conversations before, during and after writing.

PD Opportunity 1

Teachers should provide writing instruction utilizing ESOL strategies, such as word banks, word walls and word collections, planners, sentence and paragraph frames, and Collaborative Conversations before, during and after writing.

Facilitator

ESOL Chairperson

Participants

Teachers of ELL Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Lesson Plans

G2. As indicated by the 2013 FCAT 2.0 Writing, 60 percent of students in Grade 4 scored a 3.5 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 64%.

G2.B1 Students experienced difficulties creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis).

G2.B1.S1 Teachers should provide students with opportunities to participate in collaborative conversations throughout the writing process. These conversations should focus on building on each others' thoughts and ideas, adding supporting details, and applying transitional words/phrases appropriate to the genre to organize, and sequence ideas to provide fluency in the writing.

PD Opportunity 1

Teachers should provide students with opportunities to participate in collaborative conversations throughout the writing process. These conversations should focus on building on each others' thoughts and ideas, adding supporting details, and applying transitional words/phrases appropriate to the genre to organize, and sequence ideas to provide fluency in the writing.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work, Lesson plans

G3. As indicated by the 2013 FCAT 2.0 Mathematics, 49% of students scored a Level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage points to 55%.

G3.B1 Performance data indicates that the following subgroups did not meet their AMO targets; Black, Hispanic White, SWD, and ED. 41% of the Black subgroup met their AMO target. The target for the 2013-2014 school year is 48%. 51% of the Hispanic subgroup met their AMO target. The target for the 2013-2014 school year is 57%. 52% of the White subgroup met their AMO target. The target for the 2013-2014 school year is 66%. 26% of the SWD subgroup met their AMO target. The target for the 2013-2014 school year is 45%. 46% of the ED subgroup met their AMO target. The target for the 2013-2014 school year is 52%. Students in Grades 3 -5 experienced difficulties due to limited knowledge of Base 10 and Fractions. Students in Grade 5 also experienced difficulties with Geometry and Measurement. The ELL subgroup met their AMO target: 34% of the ELL subgroup met their AMO target. The target for the 2013-2014 school year is 43%.

G3.B1.S1 Grade 3 teachers should support mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations. Grade 4 teachers should support mathematical fluency and problem solving skills in the areas of relating decimals, fractions, and percents; and comparing and ordering fractions and decimals by providing time to practice and apply learned concepts in real-life situations. Grade 5 teachers should support mathematical fluency and problem solving skills in the areas of multi-digit division and addition and subtraction with fractions, mixed numbers and decimals by providing time to practice and apply learned concepts in real-life situations.

PD Opportunity 1

Grade 3 teachers should support mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations. Grade 4 teachers should support mathematical fluency and problem solving skills in the areas of relating decimals, fractions, and percents; and comparing and ordering fractions and decimals by providing time to practice and apply learned concepts in real-life situations. Grade 5 teachers should support mathematical fluency and problem solving skills in the areas of multi-digit division and addition and subtraction with fractions, mixed numbers and decimals by providing time to practice and apply learned concepts in real-life situations.

Facilitator

Math Grade Chairperson

Participants

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work, Lesson Plans

G3.B2 Performance data indicates that 28% of students scored a Level 3 on the 2013 FCAT 2.0 Mathematics. The area of deficiency was Numbers: Fractions and Base 10 as well as Geometry and Measurement in fifth grade only. Our target for the 2013-2014 school year is to increase the percentage of students achieving Level 3 to 32%, while reducing the percentage of Level 1 and 2 students.

G3.B2.S1 Teachers should foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations through the use of hands-on and computer based programs to build competence in fractions including Gizmos and SuccessMaker.

PD Opportunity 1

Teachers should foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations through the use of hands-on and computer based programs to build competence in fractions including Gizmos and SuccessMaker.

Facilitator

Math Department Chair

Participants

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work, Go Math Assessments, Interim Assessments, SuccessMaker reports

G3.B3 Performance data indicates that 19% of students scored Level 4 or 5 on the 2013 FCAT 2.0 Mathematics. The area of deficiency was Numbers: Fractions and Base 10 as well as Geometry and Measurement in fifth grade. Our target for the 2013-2014 school year is to increase the percentage of students achieving Level 4 and 5 to 21%, while reducing the percentage of Level 1 and 2 students.

G3.B3.S1 Teachers should provide opportunities for students to verify the reasonableness of number operation results through enrichment activities such as those found in Go Math, SuccessMaker and Gizmos.

PD Opportunity 1

Teachers should provide opportunities for students to verify the reasonableness of number operation results through enrichment activities such as those found in Go Math, SuccessMaker and Gizmos.

Facilitator

Math Chairperson

Participants

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Student work, Go Math Assessments, Interim Assessments, SuccessMaker and Gizmos reports.

G3.B4 Performance data indicates that 74% of students made Learning Gains on the 2013 FCAT 2.0 Mathematics. The area of deficiency was Numbers: Fractions and Base 10 as well as Geometry and Measurement in fifth grade. Our target for the 2013-2014 school year is to increase the percentage of students making Learning Gains to 77%.

G3.B4.S1 Teachers should provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area ; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures.

PD Opportunity 1

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

Facilitator

Math Chairperson

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Class work, Class Assessments, Interim Assessments, Gizmos and SuccessMaker Reports

G3.B5 Performance data indicates that 70% of students in the Lowest 25% made Learning Gains on the 2013 FCAT 2.0 Mathematics. The area of deficiency was Numbers: Fractions and Base 10 as well as Geometry and Measurement in fifth grade. Our target for the 2013-2014 school year is to increase the percentage of students in the Lowest 25% making Learning Gains to 73%.

G3.B5.S1 Teachers should provide opportunities to practice math skills in a small group setting as needed. Teachers should identify students in need of additional small group practice time and develop a schedule that allows for this practice.

PD Opportunity 1

Students should have opportunities to practice math skills in a small group setting as needed. Teachers should identify students in need of additional small group practice time and develop a schedule that allows for this practice.

Facilitator

Math Chairperson

Participants

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Student work, Classroom assessments, Interim assessments, SuccessMaker reports

G4. As indicated by the 2013 FCAT 2.0 Science, 38 percent of students in Grade 5 scored a Level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 15 percentage points to 53%, while reducing Level 1 and 2 percentages.

G4.B1 Performance data indicates that 20% of students scored a Level 3 on the 2013 FCAT 2.0 Science. The area of deficiency was Nature of Science. Our target for the 2013-2014 school year is to increase the percentage of students achieving Level 3 to 24%, while reducing the percentage of Level 1 and 2 students.

G4.B1.S1 Teachers should Increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards.

PD Opportunity 1

Teachers should Increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards.

Facilitator

Science Department Chair

Participants

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Student work, student science journals, lab reports, Interim Assessments

G4.B1.S2 Teachers should Incorporate instructional technology resources into the classroom such as GIZMOs, FCAT Explorer, Discovery, NBC Learn as appropriate.

PD Opportunity 1

Teachers should incorporated instructional technology resources into the classroom such as Explore Learning Gizmos, FCAT Explorer, Discovery, and NBC Learn as appropriate.

Facilitator

Science Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Lesson Plans

G4.B2 Performance data indicates that 17% of students scored a Level 4 and 5 on the 2013 FCAT 2.0 Science. The area of deficiency was Physical Science. Our target for the 2013-2014 school year is to increase the percentage of students achieving Level 4 and 5 to 19%, while reducing the percentage of Level 1 and 2 students.

G4.B2.S1 Teachers should promote the use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance student conceptual understanding of topics being addressed.

PD Opportunity 1

Teachers should promote the use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, Discovery Ed) to enhance student conceptual understanding of topics being addressed.

Facilitator

Science Chairperson

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work, Technology Reports (Gizmos, Florida Achieves FOCUS)

G5. As indicated by participation records, 55% of students participated in 3 STEM-related experiences. Our goal is to increase the percentage of students participating in STEM experiences by 10 %age points and the number of STEM experiences offered by 2.

G5.B1 Participation data indicates that 55% of students participated in 3 STEM activities throughout the school year. Additional opportunities for students to participate in STEM-related activities are needed.

G5.B1.S1 Teachers should provide additional opportunities for all students to participate in STEM-related activities.

PD Opportunity 1

Teachers should provide additional opportunities for all students to participate in STEM-related activities.

Facilitator

Science and Math Chairpersons

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Record of STEM-related Experiences Records of Participation in STEM Activities

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	As indicated by the 2013 FCAT 2.0 Reading, 50 percent of students scored a Level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 13 percentage points to 63%.	\$12,000
G3.	As indicated by the 2013 FCAT 2.0 Mathematics, 49% of students scored a Level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage points to 55%.	\$12,000
G4.	As indicated by the 2013 FCAT 2.0 Science, 38 percent of students in Grade 5 scored a Level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 15 percentage points to 53%, while reducing Level 1 and 2 percentages.	\$1,500
G5.	As indicated by participation records, 55% of students participated in 3 STEM-related experiences. Our goal is to increase the percentage of students participating in STEM experiences by 10 %age points and the number of STEM experiences offered by 2.	\$1,500
G6.	Our goal for the 2013-2014 school year is to improve school wide processes in order to identify and assist at risk students earlier.	\$2,000
Total		\$29,000

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Other	Evidence-Based Program		Total
Title I	\$24,000	\$0	\$0	\$0	\$24,000
Title 1	\$0	\$3,000	\$0	\$0	\$3,000
EESAC	\$0	\$0	\$2,000	\$0	\$2,000
	\$0	\$0	\$0	\$0	\$0
Total	\$24,000	\$3,000	\$2,000	\$0	\$29,000

Budget Details

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

G1. As indicated by the 2013 FCAT 2.0 Reading, 50 percent of students scored a Level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 13 percentage points to 63%.

G1.B5 Performance data indicates that 67% of students in the Lowest 25% achieved Learning Gains on the 2013 FCAT 2.0 Reading. The area of deficiency was Reporting Category 2 – Reading Application. Students experienced difficulty understanding, locating, and analyzing evidence in complex text. Our target for the 2013-2014 school year is to increase the percentage of student in the Lowest 25% achieving Learning Gains to 70%.

G1.B5.S1 In addition to targeted small group reading instruction during the 90 reading block, teachers should provide an additional 30 minutes of reading intervention using a District approved intervention program (McGraw-Hill Reading Wonders, Voyager Passport, or SuccessMaker) outside the 90 minute reading block. Teachers should emphasize and model explicit reading strategies and skills as dictated by the specific intervention program.

Action Step 1

In addition to targeted small group reading instruction during the 90 reading block, teachers should provide an additional 30 minutes of reading intervention using a District approved intervention program (McGraw-Hill Reading Wonders, Voyager Passport, or SuccessMaker) outside the 90 minute reading block. Teachers should emphasize and model explicit reading strategies and skills as dictated by the specific intervention program.

Resource Type

Personnel

Resource

Reading Interventionist

Funding Source

Title I

Amount Needed

\$12,000

G3. As indicated by the 2013 FCAT 2.0 Mathematics, 49% of students scored a Level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage points to 55%.

G3.B1 Performance data indicates that the following subgroups did not meet their AMO targets; Black, Hispanic White, SWD, and ED. 41% of the Black subgroup met their AMO target. The target for the 2013-2014 school year is 48%. 51% of the Hispanic subgroup met their AMO target. The target for the 2013-2014 school year is 57%. 52% of the White subgroup met their AMO target. The target for the 2013-2014 school year is 66%. 26% of the SWD subgroup met their AMO target. The target for the 2013-2014 school year is 45%. 46% of the ED subgroup met their AMO target. The target for the 2013-2014 school year is 52%. Students in Grades 3 -5 experienced difficulties due to limited knowledge of Base 10 and Fractions. Students in Grade 5 also experienced difficulties with Geometry and Measurement. The ELL subgroup met their AMO target: 34% of the ELL subgroup met their AMO target. The target for the 2013-2014 school year is 43%.

G3.B1.S1 Grade 3 teachers should support mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations. Grade 4 teachers should support mathematical fluency and problem solving skills in the areas of relating decimals, fractions, and percents; and comparing and ordering fractions and decimals by providing time to practice and apply learned concepts in real-life situations. Grade 5 teachers should support mathematical fluency and problem solving skills in the areas of multi-digit division and addition and subtraction with fractions, mixed numbers and decimals by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Grade 3 teachers should support mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations. Grade 4 teachers should support mathematical fluency and problem solving skills in the areas of relating decimals, fractions, and percents; and comparing and ordering fractions and decimals by providing time to practice and apply learned concepts in real-life situations. Grade 5 teachers should support mathematical fluency and problem solving skills in the areas of multi-digit division and addition and subtraction with fractions, mixed numbers and decimals by providing time to practice and apply learned concepts in real-life situations.

Resource Type

Personnel

Resource

Mathematics Interventionist

Funding Source

Title I

Amount Needed

\$12,000

G3.B1.S2 One hour per week of after school Math tutoring will be provided to students.

Action Step 1

Students will be offered one hour of after school Math tutoring per week.

Resource Type

Resource

Funding Source

Amount Needed

G3.B5 Performance data indicates that 70% of students in the Lowest 25% made Learning Gains on the 2013 FCAT 2.0 Mathematics. The area of deficiency was Numbers: Fractions and Base 10 as well as Geometry and Measurement in fifth grade. Our target for the 2013-2014 school year is to increase the percentage of students in the Lowest 25% making Learning Gains to 73%.

G3.B5.S2 Intensive Math tutoring will be provided to students in the Lowest 25% for one hour, twice per week. Tutoring will focus on the weakest skills as identified by Interim Assessment data and by input from the Math teachers.

Action Step 1

Students in the Lowest 25% will participate in two hours per week of intensive math intervention.

Resource Type

Resource

Funding Source

Amount Needed

G4. As indicated by the 2013 FCAT 2.0 Science, 38 percent of students in Grade 5 scored a Level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 15 percentage points to 53%, while reducing Level 1 and 2 percentages.

G4.B1 Performance data indicates that 20% of students scored a Level 3 on the 2013 FCAT 2.0 Science. The area of deficiency was Nature of Science. Our target for the 2013-2014 school year is to increase the percentage of students achieving Level 3 to 24%, while reducing the percentage of Level 1 and 2 students.

G4.B1.S1 Teachers should Increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards.

Action Step 1

Teachers should Increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards.

Resource Type

Other

Resource

Laboratory materials

Funding Source

Title 1

Amount Needed

\$1,500

G5. As indicated by participation records, 55% of students participated in 3 STEM-related experiences. Our goal is to increase the percentage of students participating in STEM experiences by 10 %age points and the number of STEM experiences offered by 2.

G5.B1 Participation data indicates that 55% of students participated in 3 STEM activities throughout the school year. Additional opportunities for students to participate in STEM-related activities are needed.

G5.B1.S1 Teachers should provide additional opportunities for all students to participate in STEM-related activities.

Action Step 1

Teachers should provide additional opportunities for all students to participate in STEM-related activities.

Resource Type

Other

Resource

Supplemental materials for experiments and project-based STEM activities

Funding Source

Title 1

Amount Needed

\$1,500

G6. Our goal for the 2013-2014 school year is to improve school wide processes in order to identify and assist at risk students earlier.

G6.B3 Performance data indicates 55% (67) students were not proficient in Reading by grade 3. Our goal is to decrease the percentage of students who are not proficient in Reading by grade 3 by 5 percentage points to 55%.

G6.B3.S1 Teachers will implement Reading Intervention programs with fidelity.

Action Step 1

Teachers will implement Reading Intervention programs with fidelity.

Resource Type

Evidence-Based Program

Resource

Reading material for Media Center

Funding Source

EESAC

Amount Needed

\$2,000