



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Spanish Lake Elementary School

7940 NW 194TH ST

Hialeah, FL 33015

305-816-0300

<http://sle.dadeschools.net>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 77%
Alternative/ESE Center No	Charter School No	Minority Rate 98%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A	2009-10 A
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Spanish Lake Elementary School

Principal

Jacqueline Arias Gonzalez

School Advisory Council chair

Martha Vargas

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

Name	Title
Jacqueline Arias Gonzalez	Principal
Kathy Bustamante	Assistant Principal
Lizette Estevez	Assistant Principal
Anita Marti	Assistant Principal
Martha Vargas	Reading Coach
Susana Reguera	Lead Teacher
Ivette Milian	Reading Leader
Maria Vogel	Math Leader
Paula Ricardo	Science Leader
Grisel Perez	School Counselor
Ginette Sanchez	School Counselor
Annette Garcia	SPED Chairperson

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1, UTD steward – 1, teachers – 6, parents – 8, educational support employee – 2, students – 2, BCR – 3

Involvement of the SAC in the development of the SIP

Spanish Lake Elementary SAC committee meets to evaluate school performance data, analyze needs, discuss goals for the School Improvement Plan, plan for the annual budget, and discuss a plan for monitoring progress of the SIP goals throughout the year.

Activities of the SAC for the upcoming school year

- Develop and monitor School Improvement Plan
- Plan the use of SAC funds
- Plan events for families throughout the year

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

- Supplemental Intervention Materials
- Media Center Resources
- Technology Peripheral equipment to support reading program

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jacqueline Arias Gonzalez

Principal

Years as Administrator: 18

Years at Current School: 6

Credentials

Principal Certification;
 Bachelor of Science in Elementary Education & Primary
 Education; Masters in Educational Leadership

Performance Record

2013 – School Grade A
 Rdg. Proficiency, 71%
 Math Proficiency, 76%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 75points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% - 76 points
 Rdg. AMO -62
 Math AMO - 78
 2012 – School Grade A
 Rdg. Proficiency, 65%
 Math Proficiency, 74%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 78 points
 Rdg. Imp. of Lowest 25% - 82 points
 Math Imp. of Lowest 25% - 79 points
 Rdg. AMO –64
 Math AMO–73
 Year 11 10 09
 School Grades A A A
 AYP N Y Y
 High Standards Reading 76 77 77
 High Standards Math 83 83 80
 Learning Gains Rdg. 66 66 72
 Learning Gains Math 68 58 70
 Gains-Reading-Lowest 25% 60 54 66
 Gains-Math-Lowest 25% 58 64 71

Kathy Bustamante

Asst Principal

Years as Administrator: 9

Years at Current School: 6

Credentials

Bachelor in Elementary Education; Master's in Educational Leadership; Educational Leadership Certification

Performance Record

2013 – School Grade A
 Rdg. Proficiency, 71%
 Math Proficiency, 76%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 75points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% - 76 points
 Rdg. AMO –62
 Math AMO–78
 2012 – School Grade A
 Rdg. Proficiency, 65%
 Math Proficiency, 74%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 78 points
 Rdg. Imp. of Lowest 25% - 82 points
 Math Imp. of Lowest 25% - 79 points
 Rdg. AMO –64
 Math AMO–73
 Year 11 10 09
 School Grades A A A
 AYP N Y Y
 High Standards Reading 76 77 77
 High Standards Math 83 83 80
 Learning Gains Rdg. 66 66 72
 Learning Gains Math 68 58 70
 Gains-Reading-Lowest 25% 60 54 66
 Gains-Math-Lowest 25% 58 64 71

Anita Marti

Asst Principal

Years as Administrator: 2

Years at Current School: 1

Credentials

2013 – School Grade A
 Rdg. Proficiency, 71%
 Math Proficiency, 76%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 75points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% - 76 points
 Rdg. AMO –62
 Math AMO–78

Performance Record

2012 – School Grade C
 Rdg. Proficiency, 27%
 Math Proficiency, 43%
 Rdg. Lrg. Gains, 63 points
 Math Lrg. Gains, 64 points
 Rdg. Imp. of Lowest 25% - 73 points
 Math Imp. of Lowest 25% - 65 points
 Rdg. AMO – 36
 Math AMO– 51
 Year 11 10 09
 School Grades A n/a n/a
 AYP N
 High Standards Reading 71
 High Standards Math 69
 Learning Gains Rdg. 63
 Learning Gains Math 70
 Gains-Reading-Lowest 25% 64
 Gains-Math-Lowest 25% 74

Lizette Estevez		
Asst Principal	Years as Administrator: 4	Years at Current School: 3

Credentials Bachelor in Elementary Education; Masters in Math Education; Specialist in Educational Leadership; Certification in Elementary Education and Educational Leadership

Performance Record

2013 – School Grade A
 Rdg. Proficiency, 71%
 Math Proficiency, 76%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 75points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% - 76 points
 Rdg. AMO –62
 Math AMO–78

2012 – School Grade A
 Rdg. Proficiency, 65%
 Math Proficiency, 74%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 78 points
 Rdg. Imp. of Lowest 25% - 82 points
 Math Imp. of Lowest 25% - 79 points
 Rdg. AMO –64
 Math AMO–73

Year 11 10 09
 School Grades A D c
 AYP N N N
 High Standards Reading 76 70 48
 High Standards Math 83 79 55
 Learning Gains Rdg. 66 53 63
 Learning Gains Math 68 56 53
 Gains-Reading-Lowest 25% 60 55 55
 Gains-Math-Lowest 25% 58 52 47

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Martha Vargas		
Full-time / School-based	Years as Coach: 6	Years at Current School: 6
Areas	Reading/Literacy	
Credentials	Certification: Professional Educator’s, Elementary Education, ESOL Endorsement, Educational Leadership, State of Florida Bachelor of Science in Elementary Education Masters degree in Computer Education Educational Specialist degree in Educational Leadership	
Performance Record	2013 – School Grade A Rdg. Proficiency, 71% Rdg. Lrg. Gains, 75 points Rdg. Imp. of Lowest 25% - 75 points Rdg. AMO - 62 2012 – School Grade A Rdg. Proficiency, 65% Rdg. Lrg. Gains, 75 points Rdg. Imp. of Lowest 25% - 82 points Rdg. AMO - 64 Year 11 10 09 School Grades A A A AYP N Y Y High Standards Reading 76 77 77 Learning Gains Rdg. 66 66 72 Gains-Reading-Lowest 25% 60 54 66	

Classroom Teachers

# of classroom teachers	116
# receiving effective rating or higher	110, 95%
# Highly Qualified Teachers	66%
# certified in-field	110, 95%
# ESOL endorsed	86, 74%
# reading endorsed	10, 9%
# with advanced degrees	34, 29%
# National Board Certified	5, 4%

first-year teachers

9, 8%

with 1-5 years of experience

7, 6%

with 6-14 years of experience

73, 63%

with 15 or more years of experience

27, 23%

Education Paraprofessionals

of paraprofessionals

4

Highly Qualified

4, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

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

Spanish Lake Elementary implements the following strategies in an effort to recruit and maintain highly qualified and effective teachers.

- The principal will hold regular meetings with new teachers.
- Administrators partner new teachers with veteran staff.
- Leadership team members, instructional coaches and administrators offer support and mentoring.
- The Leadership team recruits highly qualified teachers through participation at job fairs and university internship programs.

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

Teachers are assigned mentors or buddy teachers in their respective grade levels and subject areas. Grade level chairs provided guidance and assistance through professional learning communities, grade level meetings, and data debriefing.

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 at Spanish Lake uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitor 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 proficiency and expected levels of progress for students.
4. Gathering and analyzing ongoing progress monitoring (OPM) data from interventions in order to respond when individual students have not shown an improvement in their target areas.
5. Raising goals and providing enrichment when students demonstrate growth or meet their goals.
6. Gathering and analyzing data at all Tiers to determine professional development that would assist teachers in targeting areas of need.
7. Ensuring that students in need of intervention receive appropriate supplemental Tier 2 interventions.

Tier 2

Spanish Lake's second level of support consists of supplemental instruction and interventions that are provided to groups of targeted low-performing students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly 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 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.

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

Spanish Lake Elementary Tier 1 (Leadership Team):

- Jacqueline Arias-Gonzalez, Principal will ensure that faculty is aware of MTSS/Rtl through continuous professional development, adjust the allocation of school based resources, hold regular leadership team meetings, gather and analyze data to determine appropriate professional development for faculty, maintain communication with staff for input and feedback, adjust the school's academic goals and monitor the implementation of professional development.
- Kathy Bustamante, Assistant Principal will provide support, set expectations, provide instructional leadership, ensure commitment, hold regular meetings, and analyze data for use of intervention and achievement needs in fourth and fifth grade.
- Lizette Estevez, Assistant Principal will schedule and facilitate regular Rtl meetings, ensure attendance of team members, and ensure follow up action steps. In addition to providing support, set expectations, provide instructional leadership, ensure commitment, hold regular meetings, and analyze data for use of

intervention and achievement needs in kindergarten and first grade.

- Anita Marti, Assistant Principal will provide support, set expectations, provide instructional leadership, ensure commitment, hold regular meetings, and analyze data for use of intervention and achievement needs in second and third grade.
- Susana Reguera, Lead Teacher (on maternity leave until December 2013) Sandra Hernandez, Bilingual Representative (serving in Lead Teachers place until December 2013), will actively participate in MTSS/RtI meetings, will identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches in the areas of Spanish and modern languages. In addition, the Lead Teacher will develop schedules and assist with implementing instructional strategies.
- Ivette Milián, Intermediate Reading Leader - Actively participates in MTSS/RtI meetings, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches in the area of Reading and Language Arts. Reading leaders participate in data collection and data analysis in order to implement and design a constructive focus plan and monitor progress towards SIP goals.
- Martha Vargas, Reading Coach/EESAC Chair - Actively participates in MTSS/RtI meetings, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches in the areas of Reading and Language Arts. The Reading Coach participates in data collection and data analysis in order to implement and design a constructive focus plan. She will also identify Tier 1, Tier 2, and possible Tier 3 students and collaborate with support staff by providing instructional strategies and resources. In addition she will continue to review, collect data and monitor the implementation of the SIP as the EESAC Chairperson.
- Maria Vogel Math Coach - Actively participates in MTSS/RtI meetings, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches in the area of Math. The Math Coach will also participate in data collection and data analysis in order to implement and design a constructive focus plan. Identify Tier 1, Tier 2, and possible Tier 3 students and collaborate with support staff by providing instructional strategies and resources.
- Paula Blanco-Ricardo, Science Coach - Actively participates in MTSS/RtI meetings, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches in the area of Science. The Science Coach will also participate in data collection and data analysis in order to implement and design a constructive focus plan.
- Grisell Perez and Ginette Sanchez, School Guidance Counselors – will actively participate in MTSS/RtI meetings, will assist with whole-school screening programs, will counsel students and provide interventions to support the student's academic, emotional, behavioral and social success. Counselors will also provide counseling and assistance as needed to students and families.
- Annette Garcia, SPED Chair/LEA – will actively participate in MTSS/RtI meetings, will assist with whole-school screening programs, will disseminate information from meetings to other team members, and engage team members in professional development that promotes hands-on activities and strategies.
- In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

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

- Lizette Estevez, Assistant Principal will schedule and facilitate regular RtI meetings, ensure attendance of team members, and ensure follow up action steps. In addition to providing support, set expectations, provide instructional leadership, ensure commitment, hold regular meetings, and analyze data for use of intervention and achievement needs in grades K-5.
- Ileana Aguilera, Kindergarten Grade Chair – will actively participate in MTSS/RtI meetings, will assist with whole-school screening programs, will disseminate information from meetings to other team members, and engage team members in professional development that promotes hands-on activities and strategies.
- Carolina Torres, First Grade Chair – will actively participate in MTSS/RtI meetings, will assist with whole-school screening programs, will disseminate information from meetings to other team members,

and engage team members in professional development that promotes hands-on activities and strategies.

- Angelica Llera-Garcia, Second Grade Chair – will actively participate in MTSS/Rtl meetings, will assist with whole-school screening programs, will disseminate information from meetings to other team members, and engage team members in professional development that promotes hands-on activities and strategies.
- Lisvette Angulo-Reyes, Third Grade Chair – will actively participate in MTSS/Rtl meetings, will assist with whole-school screening programs, will disseminate information from meetings to other team members, and engage team members in professional development that promotes hands-on activities and strategies.
- Zulema Almanza, Fourth Grade Chair – will actively participate in MTSS/Rtl meetings, will assist with whole-school screening programs, will disseminate information from meetings to other team members, and engage team members in professional development that promotes hands-on activities and strategies.
- Natalie Valderrama, Fifth Grade Chair – will actively participate in MTSS/Rtl meetings, will assist with whole-school screening programs, will disseminate information from meetings to other team members, and engage team members in professional development that promotes hands-on activities and strategies.

Tier 3 SST

- Lizette Estevez, Assistant Principal will schedule and facilitate regular SST meetings, ensure attendance of team members, and ensure follow up action steps.
- Lunilda Mcvay, School Psychologist
- Hector Abad, School Social Worker
- Grisell Perez, Guidance Counselors – will actively participate in MTSS/Rtl meetings, will assist with whole-school screening programs, will counsel students and provide interventions to support the student's academic, emotional, behavioral and social success. Counselors will also provide counseling and assistance as needed to students and families.
- Ginette Sanchez, School Guidance Counselors – will actively participate in MTSS/Rtl meetings, will assist with whole-school screening programs, will counsel students and provide interventions to support the student's academic, emotional, behavioral and social success. Counselors will also provide counseling and assistance as needed to students and families.
- Martha Vargas, Reading Coach/EESAC Chair - Actively participates in MTSS/Rtl meetings, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches in the areas of Reading and Language Arts. The Reading Coach participates in data collection and data analysis in order to implement and design a constructive focus plan. She will also identify Tier 1, Tier 2, and possible Tier 3 students and collaborate with support staff by providing instructional strategies and resources.
- Student's teachers
- Parent/guardian

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

1. Monitor academic and behavior data evaluating progress by addressing the following:
 - A standards based curriculum and differentiated instruction
 - Data talks on common assessments
 - Monitoring and adjusting interventions as needed
 - Provisions for enrichment opportunities
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings weekly that utilize the four step problem solving process as the basis for goal setting, planning, and program evaluation to focus on increasing student achievement or behavioral success.

4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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

Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

Data Sources:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- STAR reading assessment
- 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/ Alternate schedules for behavior intervention/ Behavior Modification Intervention Plan
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Attendance
- Functional Assessment
- Frequency Monitoring

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

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

Spanish Lake will participate in the MTSS district professional development which consists of; Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.

MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.

Staff will participate in the Florida RtI online training providing a network of ongoing support for RtI.

In addition, the MTSS Leadership Team will monitor the school’s consensus using the Beliefs on RtI Scale, infrastructure using Perceptions of RtI Skills Survey, and implementation using Problem-Solving Team Meeting Checklists – Initial & Follow-Up Versions to reach a rating of at least 80% MTSS implementation in the school.

Spanish Lake will send home MTSS brochures for parents to provide them with information on MTSS. In addition, 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: 1,620

Spanish Lake Elementary offers an after school tutoring program for ELL students and student in the lowest 25 percentile who are struggling in reading and math.

Professional Learning Communities offer teachers the opportunity to collaborate and plan for activities that will enhance and accelerate curriculum.

Strategy Purpose(s)

- Instruction in core academic subjects

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

The Reading Coach and Math Coach develop a pre and post test that will be used for the after school tutoring program. During the first week, students are administered a pre-test in the areas of reading and math. During the final week of the program, a post test is given in order to determine a students’ growth and determine the effectiveness of the program.

Who is responsible for monitoring implementation of this strategy?

Administrators and Instructional Coaches

Literacy Leadership Team (LLT)

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

Name	Title
Jacqueline Arias-Gonzalez	Principal
Kathy Bustamante	Assistant Principal
Lizette Estevez	Assistant Principal
Anita Marti	Assistant Principal
Martha Vargas	Reading Coach
Ivette Milian	Reading Leader
Mercedes Sabates	Media Specialist

Name	Title
KCarolina Torres	First Grade Chairperson
Angelica Llera-Garcia	Second Grade Chairperson
Ileana Bravo	Third Grade Teacher
Nancy Baez	Kindergarten Teacher
Zulema Almanza	Fourth Grade Chairperson
Natalie Valderrama	Fifth Grade Chairperson
Lizvette Angulo Reyes	Third Grade Chairperson
Ileana Aguilera	Kindergarten Chairperson

How the school-based LLT functions

The Literacy Leadership Team at Spanish Lake creates capacity of reading knowledge within the school building and focuses on areas of literacy concern across the school. The SLE school-based LLT functions as a support team for the teachers. The LLT team meets monthly to plan for assessments, analyze assessment results, discuss student progress, and effective strategies to plan for the instructional needs of all students. Responsibilities include modeling lessons, sharing best practices, assisting teachers with the implementation of the Common Core State Standards and the CRRP. In addition the LLT at Spanish Lake provides professional development, analyzes assessment results from state, district and school, and promotes a literacy rich environment at school and home. The LLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

The LLT encourage, supports, and develops lesson studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Major initiatives of the LLT

Implement a school wide writing plan that incorporates Common Core Standards and Content Focus for FCAT Writing to ensure that students at Spanish Lake Elementary are developing proficiency skills in writing.

Provide ongoing professional development in Common Core Writing Standards and FCAT Writing to teachers in grades kindergarten through fourth grade.

Preschool Transition

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

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

At Spanish Lake Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. In addition, pre-schools located within the school's boundaries are invited to attend a transition meeting May in which they receive information about the Kindergarten program at Spanish Lake as well as the expectations and learning goals for Kindergarten. At the transition meeting local pre-schools are also given materials and ideas to focus on during the summer in order to prepare the pre-school students for a successful transition into Kindergarten.

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	65%	62%	No	69%
American Indian				
Asian	83%	56%	No	84%
Black/African American	53%	72%	Yes	57%
Hispanic	66%	62%	No	69%
White	63%	63%	Yes	67%
English language learners	56%	47%	No	60%
Students with disabilities	36%	29%	No	42%
Economically disadvantaged	63%	58%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	219	25%	31%
Students scoring at or above Achievement Level 4	319	36%	38%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		75%	78%
Students in lowest 25% making learning gains (FCAT 2.0)		75%	78%

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)	369	57%	61%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	196	32%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	210	33%	40%

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	195	72%	75%
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	73%	78%	Yes	76%
American Indian				
Asian	83%	88%	Yes	84%
Black/African American	59%	81%	Yes	63%
Hispanic	74%	77%	Yes	77%
White	91%	84%	No	92%
English language learners	62%	70%	Yes	66%
Students with disabilities	52%	56%	Yes	57%
Economically disadvantaged	70%	74%	Yes	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	268	30%	32%
Students scoring at or above Achievement Level 4	406	46%	47%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		75%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		76%	78%

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	81	27%	29%
Students scoring at or above Achievement Level 4	117	39%	40%

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)	4		32
Participation in STEM-related experiences provided for students	22	88%	93%

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	121	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	56	3%	2%
Students who are not proficient in reading by third grade	142	46%	41%
Students who receive two or more behavior referrals	232	14%	13%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	11	1%	1%

Goals Summary

- G1.** 2013 FCAT 2.0 Reading results indicate that 62% of students achieved proficiency Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 3 or above by 7 percentage points to 69%.
- G2.** Results of the 2013 FCAT Writing assessment indicate that 72% of students achieved proficiency of 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage of students achieving level 3.5 or above by 3 percentage points to 75%.
- G3.** The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 78% of students achieved proficiency level 3 or above. Our goal for the 2013-2014 school year is to maintain or exceed 78% proficiency.
- G4.** Results of the 2013 FCAT 2.0 Science assessment indicate 66% of 5th graders achieved proficiency level 3 or above. The goal for the 2014 FCAT 2.0 is to increase 5th Graders achieving proficiency level 3 or above by 3 percentage points to 69%.
- G5.** Our goal for the 2013-2014 school to increase STEM activities 5 percentage points from 27% to 32% and increase participation in STEM related activities from 88% to 93%.
- G6.** Decrease students missing 10% instructional time from 7 to 6%, retained 3rd graders from 3 to 2%, non-proficient readers in 3rd from 46 to 41%, students with 2 plus referrals from 14 to 13%, and maintain 1% in behavioral referrals leading to suspension.

Goals Detail

G1. 2013 FCAT 2.0 Reading results indicate that 62% of students achieved proficiency Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 3 or above by 7 percentage points to 69%.

Targets Supported

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

Resources Available to Support the Goal

- McGraw Hill Wonders Reading series
- Time for Kids news magazine
- SuccessMaker
- Reading Plus 4.0
- Wonder Works Intervention
- FCAT Explorer
- Accelerated Reader

Targeted Barriers to Achieving the Goal

- Results of the 2013 FCAT 2.0 Reading assessment indicate that the Asian, Hispanic, ELL, SWD, and ED subgroups did not meet their AMO targets. Our goal for the 2013-2014 school year is to increase the percentage of Asian students achieving a level 3 or higher from 56% to 84%, the percentage of Hispanic students achieving a level 3 or higher from 62% to 69%, the percentage of ELL students achieving a level 3 or higher from 47% to 60%, the percentage of SWD students achieving a level 3 or higher from 29% to 42% and the percentage of ED students achieving a level 3 or higher from 58% to 66%. The area of difficulty was noted as Category 2, Reading Application.
- Results of the 2013 FCAT 2.0 Reading assessment indicate that 25% of students achieved Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students achieving level 3 by 3 percentage points to 28%. The area of difficulty was noted as Category 4 Informational Text and Research Process.
- Results of the 2013 FCAT 2.0 Reading assessment indicate that 36% of students achieved Level 4 or above. Our goal for the 2013-2014 school year is to increase the percentage of students achieving level 4 and above by 1 percentage point to 37%. The area of difficulty was noted as Category 4 Informational Text and Research Process.
- The results of the 2013 FCAT 2.0 Reading assessment indicate that 75% of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students achieving learning gains by 3 percentage points to 78%. The area of difficulty was noted as Category 2, Reading Application.
- Results of the 2013 FCAT 2.0 Reading assessment indicate that 75% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students in the lowest 25% achieving learning gains by 3 percentage points to 87%. The area of difficulty was noted as Category 2, Reading Application.
- CELLA results indicate that 57% of students tested scored proficiency in listening/speaking. Our goal for the 2013-2014 school year is to increase the number of students scoring proficiency in listening/speaking by 4 percentage points to 61%. The area of deficiency as noted on the 2013 administration of the CELLA Assessment was Section 4, Listening IV. Students need improvement in recognizing essential vocabulary.

- CELLA results indicate that 32% of students tested scored proficiency in Reading. Our goal for the 2013-2014 school year is to increase the number of students scoring proficiency in Reading by 7 percentage points to 39%. Students need improvement in recognizing essential vocabulary.
- CELLA results indicate that 33% of students tested scored proficiency in Writing. Our goal for the 2013-2014 school year is to increase the number of students scoring proficiency in writing by 7 percentage points to 40%. The area of deficiency as noted on the 2013 administration of the CELLA Assessment was Section 4, Listening IV. Students need improvement in recognizing essential vocabulary. The area of deficiency as noted on the 2012 administration of the CELLA Assessment was Section 13, Paragraph Writing. Students need to improve their organization of writing.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim Assessments and FCAT2.0

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District Interim Assessment Data Summative Assessments: Results for the 2014 FCAT 2.0 and 2014 CELLA Results

G2. Results of the 2013 FCAT Writing assessment indicate that 72% of students achieved proficiency of 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage of students achieving level 3.5 or above by 3 percentage points to 75%.

Targets Supported

- Writing

Resources Available to Support the Goal

- McGraw-Hill Wonders Reading/Writing program
- Prewriting Planner and detailed attribute charts
- Grade 4 Anchor and Calibration Sets
- District Writing Pacing Guide

Targeted Barriers to Achieving the Goal

- During the 2013 FCAT Writing Test, 72% of fourth graders achieved 3.5 and above. Students demonstrated difficulty in narrative writing.

Plan to Monitor Progress Toward the Goal

Following FCIM, using data from District Assessments and FCAT 2.0

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: District Writing Assessment Summative: FCAT 2.0 2014 Writing Results

G3. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 78% of students achieved proficiency level 3 or above. Our goal for the 2013-2014 school year is to maintain or exceed 78% proficiency.

Targets Supported

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

Resources Available to Support the Goal

- Go Math Series
- SuccessMaker
- Gizmos

Targeted Barriers to Achieving the Goal

- The white subgroup did not make their AMO on the 2013 FCAT. Our goal for the 2013-2014 school year is to increase the percent of the white subgroup scoring at 3 or above from 84% to 92% on the 2014 Math FCAT. Data indicates the area of greatest difficulty for Grades 3 - 5 students was Reporting Category 2- Base Ten and Fractions.
- The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 30% of students achieved proficiency (Level 3). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency (Level 3) by 2 percentage points to 32%. Data indicates the area of greatest difficulty for Grades 3 - 5 students was Reporting Category 2- Base Ten and Fractions.
- The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 46% of students achieved above proficiency (Level 4 & 5). Our goal for the 2013-2014 school year is to increase the percentage of students achieving above proficiency (Levels 4 & 5) by 1 percentage point to 47%. Data indicates the area of greatest difficulty for Grades 3 - 5 students was Reporting Category 2- Base Ten and Fractions.
- The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 75% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 3 percentage points to 78%. Data indicates the area of greatest difficulty for Grades 3 - 5 students was Reporting Category 2- Base Ten and Fractions.
- The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 76% of students in the lowest 25th percent made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students in the lowest 25th percentile making learning gains by 2 percentage points to 78%. Data indicates the area of greatest difficulty for Grades 3 - 5 students was Reporting Category 2- Base Ten and Fractions.

Plan to Monitor Progress Toward the Goal

Follow the FCIM model to review Interim and 2014 FCAT data.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: District Interim Assessments Summative: Results of 2014 FCAT 2.0 Mathematics Assessment

G4. Results of the 2013 FCAT 2.0 Science assessment indicate 66% of 5th graders achieved proficiency level 3 or above. The goal for the 2014 FCAT 2.0 is to increase 5th Graders achieving proficiency level 3 or above by 3 percentage points to 69%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Scott Foresman Science series
- Gizmos
- Aims Books
- Florida Achieves

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Science assessment indicate that 27% of students achieved proficiency (Level 3). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency (Level 3) by 2 percentage points to 29%. Data indicates that students in grade 5 exhibited difficulty in the category of Physical Science.
- The results of the 2013 FCAT 2.0 Science assessment indicate that 39% of students achieved proficiency (Level 4 or 5). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency (Level 4 & 5) by 1 percentage point to 40%. Data indicates that students in grade 5 exhibited difficulty in the category of Physical Science.

Plan to Monitor Progress Toward the Goal

Following FCIM using data from Interim and FCAT 2.0

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Interim Assessments Summative: FCAT 2.0 Science Assessment Results

G5. Our goal for the 2013-2014 school to increase STEM activities 5 percentage points from 27% to 32% and increase participation in STEM related activities from 88% to 93%.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Science Coach
- School Science Fair
- Gizmos
- Field Trips

Targeted Barriers to Achieving the Goal

- Data indicates that Spanish Lake Elementary (SLE) provided 4 STEM related experiences for students out of a total of 15 school-wide offerings in Reading, Math and Science in the 2012-2013 school year. There is a need to increase the number of STEM related experiences provided for students at SLE.
- Data indicates that 88% of students were actively engaged STEM related activities in the 2012-2013 school year. There is a need to increase the number of students participating in STEM related activities at SLE.

Plan to Monitor Progress Toward the Goal

Following the FCIM review Interim data and FCAT 2.0 results

Person or Persons Responsible

Science Coach, Administrators

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: District Science Assessment Summative: FCAT 2.0 Science Results

G6. Decrease students missing 10% instructional time from 7 to 6%, retained 3rd graders from 3 to 2%, non-proficient readers in 3rd from 46 to 41%, students with 2 plus referrals from 14 to 13%, and maintain 1% in behavioral referrals leading to suspension.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Student Services Team
- Attendance Incentive Program
- Student Code of Conduct

Targeted Barriers to Achieving the Goal

- Data indicates that 7% of students missed 10 percent or more of instructional time during the 2012-2013 school year. Our goal is to decrease the number of student who miss 10 percent or more of instructional time by 1 percentage point to 6%.
- Data indicates that 3% of students were retained during the 2012-2013 school year. Our goal is to decrease the number of retained students by 1 percentage point to 2%. The higher complexity levels of text being assessed is the area of greatest difficulty for students.
- Data indicates that 46% of students were not proficient in reading by 3rd grade. Our goal is to decrease the number of students not proficient in reading by 5 percentage points to 41%. The higher complexity levels of text being assessed is the area of greatest difficulty for students.
- Data indicates that the 14% of students received two or more behavioral referrals in the 2012-2013 school year and 1% of students received one or more behavior referrals that led to suspension. Our goal is to decrease the number of students with two or more behavioral referrals by 1 percentage point to 13% and to maintain or decrease the percentage of students who receive one or more behavior referral that leads to suspension at 1%. Bullying and non-compliant behavior resulted in numerous infractions of the Student Code of Conduct. Students need to improve their behavior to minimize indoor and outdoor suspension.

Plan to Monitor Progress Toward the Goal

Following FCIM review Student Case Management records, referrals, assessment data and attendance logs.

Person or Persons Responsible

Counselor, Administrators

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Student Case Management Referrals, Interim Assessments, 2014 FCAT Results

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. 2013 FCAT 2.0 Reading results indicate that 62% of students achieved proficiency Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 3 or above by 7 percentage points to 69%.

G1.B1 Results of the 2013 FCAT 2.0 Reading assessment indicate that the Asian, Hispanic, ELL, SWD, and ED subgroups did not meet their AMO targets. Our goal for the 2013-2014 school year is to increase the percentage of Asian students achieving a level 3 or higher from 56% to 84%, the percentage of Hispanic students achieving a level 3 or higher from 62% to 69%, the percentage of ELL students achieving a level 3 or higher from 47% to 60%, the percentage of SWD students achieving a level 3 or higher from 29% to 42% and the percentage of ED students achieving a level 3 or higher from 58% to 66% . The area of difficulty was noted as Category 2, Reading Application.

G1.B1.S1 Using instructional strategies such as sequence chain, cause & effect chain, main idea tables and author's purpose charts, students will read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently.

Action Step 1

Using instructional strategies such as sequence chain, cause & effect chain, main idea tables and author's purpose charts, students should read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests, and Interim assessments

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative: McGraw Hill Wonders assessments and Interim Assessments

G1.B2 Results of the 2013 FCAT 2.0 Reading assessment indicate that 25% of students achieved Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students achieving level 3 by 3 percentage points to 28%. The area of difficulty was noted as Category 4 Informational Text and Research Process.

G1.B2.S1 Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach.

Action Step 1

Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Facilitator:

Reading Coach

Participants:

Reading Teachers grades K-5

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes, tests, and Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, assessment data reports will be reviewed and instructions will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative: McGraw Hill Wonders assessments and Interim Assessments

G1.B3 Results of the 2013 FCAT 2.0 Reading assessment indicate that 36% of students achieved Level 4 or above. Our goal for the 2013-2014 school year is to increase the percentage of students achieving level 4 and above by 1 percentage point to 37%. The area of difficulty was noted as Category 4 Informational Text and Research Process.

G1.B3.S1 Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach.

Action Step 1

Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes, tests, and Interim assessments

Plan to Monitor Effectiveness of G1.B3.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative: McGraw Hill Wonders assessments and Interim Assessments

G1.B4 The results of the 2013 FCAT 2.0 Reading assessment indicate that 75% of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students achieving learning gains by 3 percentage points to 78%. The area of difficulty was noted as Category 2, Reading Application.

G1.B4.S1 Using instructional strategies such as sequence chain, cause & effect chain, main idea tables and author's purpose charts, students will read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently.

Action Step 1

Using instructional strategies such as sequence chain, cause & effect chain, main idea tables and author's purpose charts, students should read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes, tests, and interim assessments

Plan to Monitor Effectiveness of G1.B4.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative: McGraw Hill Wonders assessments and Interim Assessments.

G1.B5 .Results of the 2013 FCAT 2.0 Reading assessment indicate that 75% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students in the lowest 25% achieving learning gains by 3 percentage points to 87%. The area of difficulty was noted as Category 2, Reading Application.

G1.B5.S1 Using instructional strategies such as sequence chain, cause & effect chain, main idea tables and author's purpose charts, students will read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently.

Action Step 1

Using instructional strategies such as sequence chain, cause & effect chain, main idea tables and author's purpose charts, students should read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests, and interim assessments

Plan to Monitor Effectiveness of G1.B5.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: McGraw Hill Wonders assessments and Interim Assessments

G1.B6 CELLA results indicate that 57% of students tested scored proficiency in listening/speaking. Our goal for the 2013-2014 school year is to increase the number of students scoring proficiency in listening/speaking by 4 percentage points to 61%. The area of deficiency as noted on the 2013 administration of the CELLA Assessment was Section 4, Listening IV. Students need improvement in recognizing essential vocabulary.

G1.B6.S1 Elicit responses from students through effective questioning and/or provides additional synonyms or information regarding similar concepts to expand and clarify students' vocabulary and increase word usage. This can be done with graphic organizers and webbing. Sentence completion and frames provide students with language they can build upon.

Action Step 1

Elicit responses from students through effective questioning and/or provides additional synonyms or information regarding similar concepts to expand and clarify students' vocabulary and increase word usage. This can be done with graphic organizers and webbing. Sentence completion and frames provide students with language they can build upon.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes, tests, and Interim Assessments

Plan to Monitor Effectiveness of G1.B6.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative: McGraw Hill Wonders assessments and Interim Assessments

G1.B7 CELLA results indicate that 32% of students tested scored proficiency in Reading. Our goal for the 2013-2014 school year is to increase the number of students scoring proficiency in Reading by 7 percentage points to 39%. Students need improvement in recognizing essential vocabulary.

G1.B7.S1 Use Question Answer Relationships (QAR) when developing comprehension questions, helping students to identify different question types, and teaching text organization.

Action Step 1

Use Question Answer Relationships (QAR) when developing comprehension questions, helping students to identify different question types, and teaching text organization.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Facilitator:

Ana Cordo

Participants:

Kindergarten through second grade ESOL teachers

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

Following the FCIM model, assessment data reports will be reviews and instruction adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes, tests, and Interim Assessments

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM model, assessment data reports will be reviews and instruction adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: McGraw Hill Wonders Assessments and Interim Assessments

G1.B8 CELLA results indicate that 33% of students tested scored proficiency in Writing. Our goal for the 2013-2014 school year is to increase the number of students scoring proficiency in writing by 7 percentage points to 40%. The area of deficiency as noted on the 2013 administration of the CELLA Assessment was Section 4, Listening IV. Students need improvement in recognizing essential vocabulary. The area of deficiency as noted on the 2012 administration of the CELLA Assessment was Section 13, Paragraph Writing. Students need to improve their organization of writing.

G1.B8.S1 Utilize Reading response journal/logs for students to record their thoughts and questions about anything they are reading, including content area or research material to serve as a springboard for reading discussion groups in which students share their written responses to initiate and continue discussion about specific text.

Action Step 1

Utilize Reading response journal/logs for students to record their thoughts and questions about anything they are reading, including content area or research material to serve as a springboard for reading discussion groups in which students share their written responses to initiate and continue discussion about specific text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests, and Interim Assessments

Plan to Monitor Effectiveness of G1.B8.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative McGraw Hill Wonders assessments, Response Journals, and Interim Assessments

G2. Results of the 2013 FCAT Writing assessment indicate that 72% of students achieved proficiency of 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage of students achieving level 3.5 or above by 3 percentage points to 75%.

G2.B1 During the 2013 FCAT Writing Test, 72% of fourth graders achieved 3.5 and above. Students demonstrated difficulty in narrative writing.

G2.B1.S1 Students will be exposed to exemplar text, common core writing standards and writing process skills, to develop specific word choice, details, imagery and varied sentence structures.

Action Step 1

Students will be exposed to exemplar text, common core writing standards and writing process skills, to develop specific word choice, details, imagery and varied sentence structures.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Writers Notebooks, authentic writing samples

Facilitator:

Martha Vargas

Participants:

Second through fifth grade writing teachers

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Student writing samples

Plan to Monitor Effectiveness of G2.B1.S1

Using FCIM model, writing assessment score reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

District writing assessments

G3. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 78% of students achieved proficiency level 3 or above. Our goal for the 2013-2014 school year is to maintain or exceed 78% proficiency.

G3.B1 The white subgroup did not make their AMO on the 2013 FCAT. Our goal for the 2013-2014 school year is to increase the percent of the white subgroup scoring at 3 or above from 84% to 92% on the 2014 Math FCAT. Data indicates the area of greatest difficulty for Grades 3 - 5 students was Reporting Category 2- Base Ten and Fractions.

G3.B1.S1 Provide opportunities for students to: • compare and order commonly used fractions • identify an equivalent fraction when the given fraction is in simplest form • relate halves and fourths to percents and percents to halves or fourths

Action Step 1

Provide opportunities for students to: • compare and order commonly used fractions • identify an equivalent fraction when the given fraction is in simplest form • relate halves and fourths to percents and percents to halves or fourths

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

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

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes, Tests, and Interim Assessments

Plan to Monitor Effectiveness of G3.B1.S1

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: Go Math Assessments and Interim Assessments

G3.B2 The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 30% of students achieved proficiency (Level 3). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency (Level 3) by 2 percentage points to 32%. Data indicates the area of greatest difficulty for Grades 3 - 5 students was Reporting Category 2- Base Ten and Fractions.

G3.B2.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.

Action Step 1

Provide opportunities for students to: • identify a fraction from an area or set model, or vice versa • compare and order fractions with like denominators using a model • identify an equivalent fraction for one-half and one-fourth using a model

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Facilitator:

Math Coach

Participants:

Math Teachers grades K-5

Action Step 2

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.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

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

Person or Persons Responsible

Teachers and Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, and interim assessments

Plan to Monitor Effectiveness of G3.B2.S1

Use FCIM process to review assessment interim and FCAT data.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Interim Assessments Summative: Results of 2014 FCAT 2.0 Mathematics Assessment

G3.B3 The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 46% of students achieved above proficiency (Level 4 & 5). Our goal for the 2013-2014 school year is to increase the percentage of students achieving above proficiency (Levels 4 & 5) by 1 percentage point to 47%. Data indicates the area of greatest difficulty for Grades 3 - 5 students was Reporting Category 2- Base Ten and Fractions.

G3.B3.S1 Foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations.

Action Step 1

Provide opportunities for students to: • represent and identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa • compare and order fractions, including fractions greater than one, using models and strategies • represent and identify equivalent fractions, including fractions greater than one, using models

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes, tests, and Interim Assessments

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM process, assessment data will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative: Go Math assessments, quizzes, and Interim Assessments

G3.B4 The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 75% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 3 percentage points to 78%. Data indicates the area of greatest difficulty for Grades 3 - 5 students was Reporting Category 2- Base Ten and Fractions.

G3.B4.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.

Action Step 1

Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

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

Person or Persons Responsible

MTSS/Rti Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes, tests, and Interim Assessments

Plan to Monitor Effectiveness of G3.B4.S1

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

Person or Persons Responsible

MTSS/Rti Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative: Go Math Assessments, quizzes, and Interim Assessments

G3.B5 The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 76% of students in the lowest 25th percent made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students in the lowest 25th percentile making learning gains by 2 percentage points to 78%. Data indicates the area of greatest difficulty for Grades 3 - 5 students was Reporting Category 2- Base Ten and Fractions.

G3.B5.S1 Provide opportunities for students to: • identify a fraction from an area or set model, or vice versa • compare and order fractions with like denominators using a model • identify an equivalent fraction for one-half and one-fourth using a model

Action Step 1

Provide opportunities for students to: • identify a fraction from an area or set model, or vice versa • compare and order fractions with like denominators using a model • identify an equivalent fraction for one-half and one-fourth using a model

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

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

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Quizzes, tests, and Interim Assessments

Plan to Monitor Effectiveness of G3.B5.S1

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative: Go Math assessments and Interim assessments

G4. Results of the 2013 FCAT 2.0 Science assessment indicate 66% of 5th graders achieved proficiency level 3 or above. The goal for the 2014 FCAT 2.0 is to increase 5th Graders achieving proficiency level 3 or above by 3 percentage points to 69%.

G4.B1 The results of the 2013 FCAT 2.0 Science assessment indicate that 27% of students achieved proficiency (Level 3). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency (Level 3) by 2 percentage points to 29%. Data indicates that students in grade 5 exhibited difficulty in the category of Physical Science.

G4.B1.S1 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

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

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, folders, projects and site generated assessments, including benchmarks.

Facilitator:

Maria Vogel & Paula Blanco Ricardo

Participants:

Third through fifth grade science teachers

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

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

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, student work folders, projects, tests, and District Assessments

Plan to Monitor Effectiveness of G4.B1.S1

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

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: FCAT Testmaker assessments and District Interim Assessments

G4.B2 The results of the 2013 FCAT 2.0 Science assessment indicate that 39% of students achieved proficiency (Level 4 or 5). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency (Level 4 & 5) by 1 percentage point to 40%. Data indicates that students in grade 5 exhibited difficulty in the category of Physical Science.

G4.B2.S1 Foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation.

Action Step 1

Foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student generated work, folders, projects and site based assessments, including benchmarks.

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

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

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Student work folders, projects, tests and Interim Assessments

Plan to Monitor Effectiveness of G4.B2.S1

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

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: FCAT Testmaker assessments and Interim Assessments

G5. Our goal for the 2013-2014 school to increase STEM activities 5 percentage points from 27% to 32% and increase participation in STEM related activities from 88% to 93%.

G5.B1 Data indicates that Spanish Lake Elementary (SLE) provided 4 STEM related experiences for students out of a total of 15 school-wide offerings in Reading, Math and Science in the 2012-2013 school year. There is a need to increase the number of STEM related experiences provided for students at SLE.

G5.B1.S1 Promote the use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of topics being addressed.

Action Step 1

Promote the use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of topics being addressed.

Person or Persons Responsible

Science Coach, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and usage reports

Facilitator:

Science Coach

Participants:

Science Coach

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

Review data and usage reports for GIZMOS.

Person or Persons Responsible

Science Coach, Administrators

Target Dates or Schedule

ongoing

Evidence of Completion

GIZMO data reports

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM model, analyze and review GIZMO data and Florida Achieve Reports to adjust instruction as needed.

Person or Persons Responsible

Science Coach, Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

GIZMO and Florida Achieves Reports

G6. Decrease students missing 10% instructional time from 7 to 6%, retained 3rd graders from 3 to 2%, non-proficient readers in 3rd from 46 to 41%, students with 2 plus referrals from 14 to 13%, and maintain 1% in behavioral referrals leading to suspension.

G6.B1 Data indicates that 7% of students missed 10 percent or more of instructional time during the 2012-2013 school year. Our goal is to decrease the number of student who miss 10 percent or more of instructional time by 1 percentage point to 6%.

G6.B1.S1 Monitor attendance through teacher referrals and provide incentives for classes with the best attendance each month.

Action Step 1

Monitor attendance through teacher referrals and provide incentives for classes with the best attendance each month.

Person or Persons Responsible

Teachers, Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance referrals and Class attendance logs

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

Following the FCIM process, attendance referrals will be monitored and classes with best attendance will be recognized.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Student Case Management Forms and Attendance Logs

Plan to Monitor Effectiveness of G6.B1.S1

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Student Case Management Forms, Attendance logs

G6.B2 Data indicates that 3% of students were retained during the 2012-2013 school year. Our goal is to decrease the number of retained students by 1 percentage point to 2%. The higher complexity levels of text being assessed is the area of greatest difficulty for students.

G6.B2.S1 Using instructional strategies such as sequence chain, cause & effect chain, main idea tables and author's purpose charts, students will read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently.

Action Step 1

Using instructional strategies such as sequence chain, cause & effect chain, main idea tables and author's purpose charts, students will read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

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

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes, tests, SuccessMaker reports, and Interim Assessments

Plan to Monitor Effectiveness of G6.B2.S1

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

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes, tests, SuccessMaker reports, and Interim Assessments

G6.B3 Data indicates that 46% of students were not proficient in reading by 3rd grade. Our goal is to decrease the number of students not proficient in reading by 5 percentage points to 41%. The higher complexity levels of text being assessed is the area of greatest difficulty for students.

G6.B3.S1 Using instructional strategies such as sequence chain, cause & effect chain, main idea tables and author's purpose charts, students will read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently.

Action Step 1

Using instructional strategies such as sequence chain, cause & effect chain, main idea tables and author's purpose charts, students will read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

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

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes, tests and Interim Assessments

Plan to Monitor Effectiveness of G6.B3.S1

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

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative: McGraw Hill Wonders assessments, SuccessMaker Data and Interim Assessments

G6.B4 Data indicates that the 14% of students received two or more behavioral referrals in the 2012-2013 school year and 1% of students received one or more behavior referrals that led to suspension. Our goal is to decrease the number of students with two or more behavioral referrals by 1 percentage point to 13% and to maintain or decrease the percentage of students who receive one or more behavior referral that leads to suspension at 1%. Bullying and non-compliant behavior resulted in numerous infractions of the Student Code of Conduct. Students need to improve their behavior to minimize indoor and outdoor suspension.

G6.B4.S1 Anti-Bullying Curriculum will be implemented and monitored throughout the school year.

Action Step 1

Monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Person or Persons Responsible

School Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Case Management Forms

Facilitator:

School Counselors

Participants:

K-5 Students

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

Following the FCIM process, behavioral referrals will be reviewed and strategies will be implemented as warranted.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Behavior charts

Plan to Monitor Effectiveness of G6.B4.S1

Following the FCIM process, behavioral referrals will be reviewed and strategies will be implemented as warranted.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Behavior charts

G6.B4.S2 Utilize the Student Code of Conduct by providing incentives for compliance through a Student of the Month program.

Action Step 1

Utilize the Student Code of Conduct by providing incentives for compliance through a Spot Success-Student of the Month Program.

Person or Persons Responsible

Teachers, School Counselors

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher nomination forms

Plan to Monitor Fidelity of Implementation of G6.B4.S2

Student of the Month recognition on morning announcements.

Person or Persons Responsible

School Counselors, Administrator

Target Dates or Schedule

Monthly

Evidence of Completion

Log of recognized students.

Plan to Monitor Effectiveness of G6.B4.S2

Student of the Month recognition on morning announcements.

Person or Persons Responsible

Counselor, Administrator

Target Dates or Schedule

Monthly

Evidence of Completion

Log of recognized students, certificates awarded

G6.B4.S3 Foster healthy relationships and youth empowerment through daily positive messages delivered via the morning announcements.

Action Step 1

Foster healthy relationships and youth empowerment through daily positive messages delivered via the morning announcements.

Person or Persons Responsible

Administrators, School Counselors

Target Dates or Schedule

Daily

Evidence of Completion

Morning Announcements

Plan to Monitor Fidelity of Implementation of G6.B4.S3

Foster healthy relationships and youth empowerment through daily positive messages delivered via the morning announcements.

Person or Persons Responsible

School Counselors, Administrator

Target Dates or Schedule

Daily

Evidence of Completion

Morning Announcements

Plan to Monitor Effectiveness of G6.B4.S3

Foster healthy relationships and youth empowerment through daily positive messages delivered via the morning announcements.

Person or Persons Responsible

School Counselors, Administrator

Target Dates or Schedule

Monthly

Evidence of Completion

Morning announcements

Coordination and Integration

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

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

Title I, Part A

Spanish Lake Elementary provides services to ensure students requiring additional remediation are assisted through after-school programs or tutorials. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the students and their families. Spanish Lake's, Title I funded Community Involvement Specialists (CIS), serves as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Spanish Lake Elementary Curriculum Coaches develop, lead, and evaluate school core content standards/ programs. Our coaches also identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered " at risk," assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Parents at Spanish Lake Elementary participate in the design of our school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the annual Title I Annual Parent Meeting at the beginning of the school year. At Spanish Lake the annual M-DCPS Title I Parent/Family Involvement Survey is utilized toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via the school's CIS, Title I District and Region meetings, and a Connect Ed message from the principal. This survey, available in English, Spanish and Haitian-Creole, is available online for parents to complete.

Funds from Title I grants will be utilized to provide after school tutoring in the areas of reading and math for students attending Spanish Lake Elementary School. Other components that are integrated into our school wide program also include an extensive Parental Program; Supplemental Educational Services.

Title II

We are a Title II District. The District uses supplemental funds for improving basic education as follows:

- * Training for add-on endorsement programs, such as Reading, Gifted, ESOL
- * Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

* Spanish Lake Elementary uses Title III funds to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide tutorial programs for students in grades 3-5.

* The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless

students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

- Project Upstart provides a homeless sensitivity and awareness campaign to all the schools-each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instructions (SAI) as part of its Florida Education Finance Program (FEFP) allocations.

Violence Prevention Programs

At Spanish Lake Elementary the Safe and Drug-Free Schools Program addresses violence and drug prevention and Intervention services for students through curriculum implemented by classroom teachers and our elementary counselor. Training and technical assistance for elementary school teachers, administrators, and counselor is also a component of this program.

Nutrition Programs

Spanish Lake Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. Spanish Lake Elementary School's Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy. Also, monthly Nutrition menu is provided to parents via the Internet for knowledge of nutritious food items offered to their children as well as enabling parents to adopt healthy nutritional food offerings at their household in an attempt to holistically increase healthy eating habits to students.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. 2013 FCAT 2.0 Reading results indicate that 62% of students achieved proficiency Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 3 or above by 7 percentage points to 69%.

G1.B2 Results of the 2013 FCAT 2.0 Reading assessment indicate that 25% of students achieved Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students achieving level 3 by 3 percentage points to 28%. The area of difficulty was noted as Category 4 Informational Text and Research Process.

G1.B2.S1 Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach.

PD Opportunity 1

Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach.

Facilitator

Reading Coach

Participants

Reading Teachers grades K-5

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

G1.B7 CELLA results indicate that 32% of students tested scored proficiency in Reading. Our goal for the 2013-2014 school year is to increase the number of students scoring proficiency in Reading by 7 percentage points to 39%. Students need improvement in recognizing essential vocabulary.

G1.B7.S1 Use Question Answer Relationships (QAR) when developing comprehension questions, helping students to identify different question types, and teaching text organization.

PD Opportunity 1

Use Question Answer Relationships (QAR) when developing comprehension questions, helping students to identify different question types, and teaching text organization.

Facilitator

Ana Cordo

Participants

Kindergarten through second grade ESOL teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

G2. Results of the 2013 FCAT Writing assessment indicate that 72% of students achieved proficiency of 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage of students achieving level 3.5 or above by 3 percentage points to 75%.

G2.B1 During the 2013 FCAT Writing Test, 72% of fourth graders achieved 3.5 and above. Students demonstrated difficulty in narrative writing.

G2.B1.S1 Students will be exposed to exemplar text, common core writing standards and writing process skills, to develop specific word choice, details, imagery and varied sentence structures.

PD Opportunity 1

Students will be exposed to exemplar text, common core writing standards and writing process skills, to develop specific word choice, details, imagery and varied sentence structures.

Facilitator

Martha Vargas

Participants

Second through fifth grade writing teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Writers Notebooks, authentic writing samples

G3. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 78% of students achieved proficiency level 3 or above. Our goal for the 2013-2014 school year is to maintain or exceed 78% proficiency.

G3.B2 The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 30% of students achieved proficiency (Level 3). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency (Level 3) by 2 percentage points to 32%. Data indicates the area of greatest difficulty for Grades 3 - 5 students was Reporting Category 2- Base Ten and Fractions.

G3.B2.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.

PD Opportunity 1

Provide opportunities for students to: • identify a fraction from an area or set model, or vice versa • compare and order fractions with like denominators using a model • identify an equivalent fraction for one-half and one-fourth using a model

Facilitator

Math Coach

Participants

Math Teachers grades K-5

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

G4. Results of the 2013 FCAT 2.0 Science assessment indicate 66% of 5th graders achieved proficiency level 3 or above. The goal for the 2014 FCAT 2.0 is to increase 5th Graders achieving proficiency level 3 or above by 3 percentage points to 69%.

G4.B1 The results of the 2013 FCAT 2.0 Science assessment indicate that 27% of students achieved proficiency (Level 3). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency (Level 3) by 2 percentage points to 29%. Data indicates that students in grade 5 exhibited difficulty in the category of Physical Science.

G4.B1.S1 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

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

Maria Vogel & Paula Blanco Ricardo

Participants

Third through fifth grade science teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, folders, projects and site generated assessments, including benchmarks.

G5. Our goal for the 2013-2014 school to increase STEM activities 5 percentage points from 27% to 32% and increase participation in STEM related activities from 88% to 93%.

G5.B1 Data indicates that Spanish Lake Elementary (SLE) provided 4 STEM related experiences for students out of a total of 15 school-wide offerings in Reading, Math and Science in the 2012-2013 school year. There is a need to increase the number of STEM related experiences provided for students at SLE.

G5.B1.S1 Promote the use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of topics being addressed.

PD Opportunity 1

Promote the use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of topics being addressed.

Facilitator

Science Coach

Participants

Science Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and usage reports

G6. Decrease students missing 10% instructional time from 7 to 6%, retained 3rd graders from 3 to 2%, non-proficient readers in 3rd from 46 to 41%, students with 2 plus referrals from 14 to 13%, and maintain 1% in behavioral referrals leading to suspension.

G6.B4 Data indicates that the 14% of students received two or more behavioral referrals in the 2012-2013 school year and 1% of students received one or more behavior referrals that led to suspension. Our goal is to decrease the number of students with two or more behavioral referrals by 1 percentage point to 13% and to maintain or decrease the percentage of students who receive one or more behavior referral that leads to suspension at 1%. Bullying and non-compliant behavior resulted in numerous infractions of the Student Code of Conduct. Students need to improve their behavior to minimize indoor and outdoor suspension.

G6.B4.S1 Anti-Bullying Curriculum will be implemented and monitored throughout the school year.

PD Opportunity 1

Monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Facilitator

School Counselors

Participants

K-5 Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Case Management Forms

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	2013 FCAT 2.0 Reading results indicate that 62% of students achieved proficiency Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 3 or above by 7 percentage points to 69%.	\$41,440
G3.	The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 78% of students achieved proficiency level 3 or above. Our goal for the 2013-2014 school year is to maintain or exceed 78% proficiency.	\$2,845
G6.	Decrease students missing 10% instructional time from 7 to 6%, retained 3rd graders from 3 to 2%, non-proficient readers in 3rd from 46 to 41%, students with 2 plus referrals from 14 to 13%, and maintain 1% in behavioral referrals leading to suspension.	\$200
Total		\$44,485

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Personnel	Total
Title I	\$2,040	\$35,245	\$37,285
Title III	\$0	\$7,000	\$7,000
EESAC Funds	\$200	\$0	\$200
Total	\$2,240	\$42,245	\$44,485

Budget Details

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

G1. 2013 FCAT 2.0 Reading results indicate that 62% of students achieved proficiency Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 3 or above by 7 percentage points to 69%.

G1.B1 Results of the 2013 FCAT 2.0 Reading assessment indicate that the Asian, Hispanic, ELL, SWD, and ED subgroups did not meet their AMO targets. Our goal for the 2013-2014 school year is to increase the percentage of Asian students achieving a level 3 or higher from 56% to 84%, the percentage of Hispanic students achieving a level 3 or higher from 62% to 69%, the percentage of ELL students achieving a level 3 or higher from 47% to 60%, the percentage of SWD students achieving a level 3 or higher from 29% to 42% and the percentage of ED students achieving a level 3 or higher from 58% to 66% . The area of difficulty was noted as Category 2, Reading Application.

G1.B1.S1 Using instructional strategies such as sequence chain, cause & effect chain, main idea tables and author's purpose charts, students will read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently.

Action Step 1

Using instructional strategies such as sequence chain, cause & effect chain, main idea tables and author's purpose charts, students should read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently.

Resource Type

Other

Resource

Break Away Reading Workbooks

Funding Source

Title I

Amount Needed

\$2,040

G1.B5 .Results of the 2013 FCAT 2.0 Reading assessment indicate that 75% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students in the lowest 25% achieving learning gains by 3 percentage points to 87%. The area of difficulty was noted as Category 2, Reading Application.

G1.B5.S1 Using instructional strategies such as sequence chain, cause & effect chain, main idea tables and author's purpose charts, students will read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently.

Action Step 1

Using instructional strategies such as sequence chain, cause & effect chain, main idea tables and author's purpose charts, students should read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently.

Resource Type

Personnel

Resource

Hourly Teachers for interventions

Funding Source

Title I

Amount Needed

\$32,400

G1.B7 CELLA results indicate that 32% of students tested scored proficiency in Reading. Our goal for the 2013-2014 school year is to increase the number of students scoring proficiency in Reading by 7 percentage points to 39%. Students need improvement in recognizing essential vocabulary.

G1.B7.S1 Use Question Answer Relationships (QAR) when developing comprehension questions, helping students to identify different question types, and teaching text organization.

Action Step 1

Use Question Answer Relationships (QAR) when developing comprehension questions, helping students to identify different question types, and teaching text organization.

Resource Type

Personnel

Resource

After School Tutoring

Funding Source

Title III

Amount Needed

\$7,000

G3. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 78% of students achieved proficiency level 3 or above. Our goal for the 2013-2014 school year is to maintain or exceed 78% proficiency.

G3.B5 The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 76% of students in the lowest 25th percent made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students in the lowest 25th percentile making learning gains by 2 percentage points to 78%. Data indicates the area of greatest difficulty for Grades 3 - 5 students was Reporting Category 2- Base Ten and Fractions.

G3.B5.S1 Provide opportunities for students to: • identify a fraction from an area or set model, or vice versa • compare and order fractions with like denominators using a model • identify an equivalent fraction for one-half and one-fourth using a model

Action Step 1

Provide opportunities for students to: • identify a fraction from an area or set model, or vice versa • compare and order fractions with like denominators using a model • identify an equivalent fraction for one-half and one-fourth using a model

Resource Type

Personnel

Resource

After School Tutoring Program

Funding Source

Title I

Amount Needed

\$2,845

G6. Decrease students missing 10% instructional time from 7 to 6%, retained 3rd graders from 3 to 2%, non-proficient readers in 3rd from 46 to 41%, students with 2 plus referrals from 14 to 13%, and maintain 1% in behavioral referrals leading to suspension.

G6.B4 Data indicates that the 14% of students received two or more behavioral referrals in the 2012-2013 school year and 1% of students received one or more behavior referrals that led to suspension. Our goal is to decrease the number of students with two or more behavioral referrals by 1 percentage point to 13% and to maintain or decrease the percentage of students who receive one or more behavior referral that leads to suspension at 1%. Bullying and non-compliant behavior resulted in numerous infractions of the Student Code of Conduct. Students need to improve their behavior to minimize indoor and outdoor suspension.

G6.B4.S2 Utilize the Student Code of Conduct by providing incentives for compliance through a Student of the Month program.

Action Step 1

Utilize the Student Code of Conduct by providing incentives for compliance through a Spot Success-Student of the Month Program.

Resource Type

Other

Resource

Awards and Incentives

Funding Source

EESAC Funds

Amount Needed

\$100

G6.B4.S3 Foster healthy relationships and youth empowerment through daily positive messages delivered via the morning announcements.

Action Step 1

Foster healthy relationships and youth empowerment through daily positive messages delivered via the morning announcements.

Resource Type

Other

Resource

Awards and Incentives

Funding Source

EESAC Funds

Amount Needed

\$100