



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Palm Springs North Elementary School

17615 NW 82ND AVE

Hialeah, FL 33015

305-821-4631

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 73%
Alternative/ESE Center No	Charter School No	Minority Rate 97%

School Grades History

2013-14 A	2012-13 B	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

Palm Springs North Elementary School

Principal

Mrs. Maribel Dotres

School Advisory Council chair

Mrs. Naomi Valle

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

Name	Title
Mrs. Maribel Dotres	Principal
Dr. Christina Ravelo	Assistant Principal
Mr. Jason Allen	Assistant Principal
Mr. Eduardo Molliner	Assistant Principal, Community School
Mrs. Emma Gonzalez	Teacher
Mrs. Magaly Marcos	Teacher
Mrs. Naomi Valle	Teacher

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

Current EESAC Council Membership:

- Principal (1)
- UTD Steward (1)
- Teachers (5, plus 1 Alternate)
- Parents (8, plus 1 Alternate)
- Educational Support (1, plus 1 Alternate)
- Student (1, plus 1 Alternate)
- Business Community Representatives (2)

Involvement of the SAC in the development of the SIP

As per our current By-Laws (which were last modified on September 25, 2013), the members of The Palm Springs North Elementary School Educational Excellence School Advisory Council (EESAC) are expected to attend all regular and special meetings, communicate with constituents to collect data and opinions for problem-solving, report to constituents the actions taken by the Council, and consider the needs of all students when making decisions. An essential aspect of these roles, as the sole body responsible for the decision-making in regard to the School Improvement Plan and accountability, is to analyze school performance data to assist in the development, continuous review, and revision of the the School Improvement Plan throughout the 2013-2014 school year. Pursuant to the Department of Education's guidelines, the EESAC will assist in the preparation of the school's annual budget and, as detailed below in Part I B-4, a portion of funds provided in the annual General Appropriations Act will be used by the EESAC to implement the School Improvement Plan.

Activities of the SAC for the upcoming school year

In collaboration with representatives from Administration, Faculty, Staff, Students and the Community, the EESAC will meet regularly throughout the 2013-2014 school year to review and discuss progress made on the SIP, by analyzing data and making recommendations for any necessary adjustments. All regular meetings will be scheduled with five days advanced notice and are open to the public.

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

Up to \$2,999 of school improvement funds will be allocated towards student incentives and may include supplemental educational enhancement materials:

- Miscellaneous Funds (\$1,000.00)

Supplemental Educational Enhancement Materials, including book workbooks ,pencils, consumable classroom supplies such as toner, paper certificates, awards, ribbons, trophies, hardware, as well as consumable classroom supplies such as toners, paper, transparencies, binding materials.

- School Technology (\$1,000.00)

CDS and software, audio/video supplies, projectors and projector screens, Smart Board equipment and accessories.

- Student Incentives Activities (\$999.00)

Field Trips, entrance fees, food items drinks and snacks

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

N/A

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:

Mrs. Maribel Dotres

Principal

Years as Administrator: 11

Years at Current School: 3

Credentials

Degrees & Certifications:
 MS in Technology Ed., BS in Elementary Ed.; Professional Educator's: Primary Ed. K-3, ESOL Endorsement, Leadership K-12

Performance Record

2013 – School Grade: B
 Rdg. Proficiency 65%
 Math Proficiency 72%
 Rdg. Lrg. Gains 59 points
 Math Lrg. Gains 60 points
 Rdg. Imp. of Lowest 25% - 63 points
 Math Imp. of Lowest 25% - 48 points
 2012 AMOs Reading: No (68%)
 2012 AMOs Math: No (82%)
 2013 AMOs Reading: 72%
 2013 AMOs Math: 84%
 Year: '13 '12 '11 '10 '09
 School Grades: B A A A A
 High Standards Reading: 65%, 90%, 68%, 70%, 37%
 High Standards Math: 60%, 102%, 87%, 78%, 78%
 Learning Gains Reading: 59%, 80%, 66%, 70%, 51%
 Learning Gains Math: 60%, 102%, 87%, 78%, 78%
 Learning Gains Reading 25%: 63%, 80%, 62%, 56%, 57%
 Learning Gains Math 25%: 48%, 100%, 80%, 70%, 79%

Dr. Christina Ravelo

Asst Principal

Years as Administrator: 3

Years at Current School: 8

Credentials

Degrees & Certifications:
 EdD in Instructional Leadership, MS in Instructional Applications
 in Ed., BS in Elementary Ed., Primary Ed. K-3, ESOL
 Endorsement, Leadership K-12

Performance Record

2013 – School Grade: B
 Rdg. Proficiency 65%
 Math Proficiency 72%
 Rdg. Lrg. Gains 59 points
 Math Lrg. Gains 60 points
 Rdg. Imp. of Lowest 25% -
 63 points
 Math Imp. of Lowest 25% -
 48 points
 2012 AMOs Reading: No (68%)
 2012 AMOs Math: No (82%)
 2013 AMOs Reading: 72%
 2013 AMOs Math: 84%
 Year: '13 '12 '11 '10 '09
 School Grades: B A A A A
 High Standards Reading: 65%, 67%, 81%, 83%, 83%
 High Standards Math: 72%, 75%, 91%, 87%, 87%
 Learning Gains Reading:
 59%, 80%, 63%, 54%, 63%
 Learning Gains Math: 60%, 64%, 63%, 54%, 63%
 Learning Gains Reading 25%: 63%, 81%, 62%, 68%, 70%
 Learning Gains Math 25%: 48%, 50%, 64%, 57%, 68%

Mr. Eduardo Molliner

Asst Principal

Years as Administrator: 8

Years at Current School: 4

Credentials

Degrees & Certifications:
 MS in School Leadership, BS in Social Studies Ed., Social Studies 5-9, Leadership K-12

Performance Record

2013 – School Grade: B
 Rdg. Proficiency 65%
 Math Proficiency 72%
 Rdg. Lrg. Gains 59 points
 Math Lrg. Gains 60 points
 Rdg. Imp. of Lowest 25% - 63 points
 Math Imp. of Lowest 25% - 48 points
 2012 AMOs Reading: No (68%)
 2012 AMOs Math: No (82%)
 2013 AMOs Reading: 72%
 2013 AMOs Math: 84%
 Year: '13 '12 '11 '10 '09
 School Grades: B A A A A
 High Standards Reading: 65%, 67%, 81%, 83%, 86%
 High Standards Math: 72%, 75%, 91%, 87%, 87%
 Learning Gains Reading: 59%, 80%, 63%, 74%, 77%
 Learning Gains Math: 60%, 64%, 62%, 54%, 78%
 Learning Gains Reading 25%: 63%, 81%, 62%, 68%, 75%
 Learning Gains Math 25%: 48%, 50%, 64%, 57%, 71%
 Sunny Isles Beach K-8 Center Assistant Principal for Community Education 2008-2009
 Country Club Middle School Assistant Principal 2007-2008

Mr. Jason Allen

Asst Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

Degrees & Certifications:
 BS in Psychology
 MS in Psychology
 MS in Social Studies
 MS in Curriculum and Instruction
 EDS in Leadership

Performance Record

2013 – School Grade: B
 Rdg. Proficiency 65%
 Math Proficiency 72%
 Rdg. Lrg. Gains 59 points
 Math Lrg. Gains 60 points
 Rdg. Imp. of Lowest 25% - 63 points
 Math Imp. of Lowest 25% - 48 points
 2012 AMOs Reading: No (68%)
 2012 AMOs Math: No (82%)
 2013 AMOs Reading: 72%
 2013 AMOs Math: 84%
 Year: '13 '12 '11 '10 '09
 School Grades: B A A A B
 High Standards Reading: 65%, 67%, 73%, 71%, 72%
 High Standards Math: 72%, 64%, 65%, 64%, 71%
 Learning Gains Reading: 59%, 80%, 79%, 73%, 72%
 Learning Gains Math: 60%, 64%, 65%, 64%, 71%
 Learning Gains Reading 25%: 63%, 81%, 76%, 58%, 64%
 Learning Gains Math 25%: 48%, 50%, 68%, 67%, 71%

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

N/A

Part-time / District-based

Years as Coach: 0

Years at Current School: 0

Areas

[none selected]

Credentials

N/A

Performance Record

N/A

Classroom Teachers**# of classroom teachers**

70

receiving effective rating or higher

66, 94%

Highly Qualified Teachers

77%

certified in-field

66, 94%

ESOL endorsed

59, 84%

reading endorsed

1, 1%

with advanced degrees

21, 30%

National Board Certified

4, 6%

first-year teachers

3, 4%

with 1-5 years of experience

7, 10%

with 6-14 years of experience

33, 47%

with 15 or more years of experience

27, 39%

Education Paraprofessionals**# of paraprofessionals**

6

Highly Qualified

6, 100%

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

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

The school will offer community- based services, and enrichment activities to retain high-quality staff. The Principal & Assistant Principal for Community Education will be responsible for implementing and monitoring teacher recruitment and retention strategies.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Mentor: Joanna Love

Mentee: Erika Hurtado

Rationale for Pairings: Experienced teacher who yields high level of student achievement.

Planned Mentoring Activities: Collaborative Planning, Modeling, Observations & Discussions, Professional Development in Common Core Standards

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 Multi-Tiered System of Support (MTSS)/Response to Instruction/Intervention (RtI) Leadership Team will adhere to the following steps to address the use of the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring:

1. Monitor academic and behavior data evaluating progress by ensuring the following:
 - Curriculum based on state standards are being implemented in the classroom and small groups with fidelity.
 - Common assessments such as Grade-level and district Interim tests are analyzed and use to drive intervention.
 - RtI problem- solving process and monitoring progress of interventions
 - Enrichment opportunities for high achieving students
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate daily instruction and specific interventions.
6. Provide clear indicators of student needs and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for Annual Measurable Objectives.

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

The MTSS/RtI is an extension of the PSN Leadership Team, strategically integrated in order to support the Administration, Reading/Language Arts Department Chairperson, Mathematics/Science Department Chairperson, and each grade-level chairperson through a process of problem-solving as issues and

concerns arise through an on-going, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. The process of building the foundation and incorporating Rtl into the culture of the school is anticipated to be a three-year development.

MTSS/Rtl is vital. Therefore, we have considered the following in building the PSN Team:

1. The Principal and Assistant Principals will ensure commitment and allocate resources;
2. The Leadership Team and Teachers who will share the common goal of improving instruction for all students; and
3. Department Chairpersons, Grade Level Chairpersons, and other Team Members who will work to build staff support, internal capacity, and sustainability over time.

PSN's Leadership Team will include additional personnel as resources to the Team, based on specific problems or concerns as warranted, such as:

1. Mathematics Chairperson
2. Science Chairperson
3. Reading/Language Arts Department Chairperson
4. Grade Level Chairpersons
5. Special Education Personnel
6. School Professional Development Liaison
7. School Guidance Counselor
8. School Psychologist
9. School Social Worker
10. Educational Excellence School Advisory Council (EESAC) Chairperson
11. Community Stakeholders

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

The role of the PSN Leadership Team will consist of the following four steps in the development and implementation of the SIP:

1. Bi-weekly the Assistant Principal will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. Bi-weekly the Assistant Principal will monitor the fidelity of the delivery of instruction and intervention.
3. Provide levels of support and interventions to students, based on interim data every quarter.
4. Review data for consideration of the end of year Tier I problem solving.

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

The following describes the data management system PSN will use to summarize tiered data. PSN utilizes the EduSoft data management system to:

1. Data will be used to guide instructional decisions and system procedures for all students to:
 - adjust the delivery of curriculum and instruction to meet the specific needs of students;
 - adjust the delivery of behavior management system;
 - adjust the allocation of school-based resources; and
 - drive decision regarding targeted professional development
 - adjust intervention groups periodically
2. Managed data will include:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, On-Going Progress Monitoring Tools, Phonics Screening Inventory)
- Oral Reading Fluency Measures
- Baseline Benchmark Assessments

- Interim Assessments
 - State local Mathematics and Science Assessments
 - FCAT 2.0 Student Grades
 - Student Grades
 - School Site Specific Assessments
3. Behavior
- Student Case Management System
 - Detentions
 - Suspensions/Expulsions
 - Referrals by student behavior, staff behavior, and administrative context
 - Office referrals per day, per month
 - Team Climate Surveys
 - Attendance
 - Referrals to Special Education programs

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

PSN's plan to support MTSS/Rtl will include:

1. Training for the Leadership Team and Grade-Level Teachers on the MTSS/Rtl problem solving and data analysis process.
2. Providing a systematic process for teachers to receive support MTSS/Rtl on an on-going basis through grade-level meetings.
3. Providing common planning time for teachers to collaborate on MTSS/Rtl.
4. Providing training to grade-level teachers on how to retrieve and analyze classroom data on Edusoft effectively.
5. Maintaining open communication with parents throughout the Rtl process.

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: 5,400

Students in the ELL Sub-Group (Grades 2nd-5th) will be given the opportunity to received free after-school Instruction in Core Academic Subjects. Classes will be held on-campus, after school for one hour each day (two hours weekly) for a total of 5,400 additional minutes.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Classroom Assessments results and intervention folders will be collected and analyzed.

Who is responsible for monitoring implementation of this strategy?

Administrators, Reading/Mathematics Teachers

Strategy: Before or After School Program

Minutes added to school year: 3,900

Students in the Students with Disabilities Sub-Group (Grades 3rd-5th) will be given the opportunity to receive free after-school instruction in Core Academic Subjects. Classes will be held on-campus, after school for one hour each day (two hours weekly) for a total of 3,900 additional instructional minutes.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

Classroom Assessments results and intervention folders will be collected and analyzed.

Who is responsible for monitoring implementation of this strategy?

Administrators, Reading/Mathematics Teachers

Literacy Leadership Team (LLT)

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

Name	Title
Mrs. Maribel Dotres	Principal
Dr. Christina Ravelo	Assistant Principal
Mrs. Emma Gonzalez	Teacher (Reading Chairperson)
Mrs. Odalys Perez	Media Specialist
Ms. Jennifer Morffiz	Teacher (Kindergarten)
Zuzel Fuentes	Teacher (1st Grade)
Mrs. Aylen Rahimi	Teacher (2nd Grade)
Mrs. Elizabeth Lopetegui	Teacher (3rd Grade)
Ms. Yolaine Garcia	Teacher (4th Grade)
Mrs. Lissette Faedo	Teacher (5th Grade)

How the school-based LLT functions

The PSN Literacy Leadership Team (LLT) creates capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The Principal selects team members for the LLT based on a cross section of the Faculty and Administrative Team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The LLT functions as a support team for the teachers and meets regularly (at least once a month) to analyze assessment results, discuss student progress, and plan the implementation effective strategies for ensuring fidelity to the instructional programs. Some of the responsibilities include modeling lessons and best practices for teachers, assisting teachers with the implementation of the District's and State's program, coaching teachers to effectively use differentiated instruction, analyzing results from the FCAT 2.0, FAIR, and the District's Interim Assessments. The Principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all LLT meetings and activities and by providing the necessary resources to the LLT. During school site visits, the District team

will review the minutes from LLT meetings and have a dialogue with the Principal regarding the meetings.

The Reading/Language Arts Chairperson will share her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The Reading/Language Arts Chairperson will work with the LLT to guarantee fidelity of implementation of the K-12 Comprehensive Research Based Reading Plans (CRRP). The Reading/Language Arts Chairperson will provide motivation and promote a spirit of collaboration within the LLT to create a school-wide focus on literacy and reading achievement by establishing model classroom; conferencing with teachers and administrators; and providing professional development.

The Principal, as the instructional leader of the school, supports literacy instruction and will promote membership on the LLT in the following steps:

- holding meetings at convenient times;
- providing adequate notice of meetings;
- providing time/coverage (if needed) to attend meetings;
- providing Master Plan Points (MPPS) and team building activities for members' commitment and participation; and
- offering professional growth opportunities, such as educational retreats.

Major initiatives of the LLT

The LLT's major initiatives for the 2013-2014 school year will be to continue providing teachers with support in the analysis of assessment results to drive instruction, assisting teachers with the Common Core Standards by developing higher order questioning techniques, providing support for differentiating instruction in Reading/Language Arts and Mathematics, and ensuring the use of hands-on activities in Mathematics and Science.

Every Teacher Contributes to Reading Instruction

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

N/A

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

To assist students in the transition from pre-school to elementary, we collaborate with local pre-schools to encourage registration. Additionally, we administer assessments such as the Florida Kindergarten Readiness Screener (FLKRS) to test students for readiness and collect data on a child's development in emergent literacy as well as the Comprehensive English Language Learning Assessment (CELLA) to measure the English proficiency progress of English Language Learners (ELLs). Also, prior to the first day of school, we host a school-wide Meet and Greet event for parents/guardians, and present an Open House for parents/guardians within the first few weeks of the school year.

College and Career Readiness

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

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

N/A

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

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

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	68%	65%	No	72%
American Indian				
Asian				
Black/African American	48%	60%	Yes	54%
Hispanic	69%	64%	No	72%
White	72%	77%	Yes	75%
English language learners	51%	47%	No	56%
Students with disabilities	38%	30%	No	44%
Economically disadvantaged	64%	61%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	137	27%	30%
Students scoring at or above Achievement Level 4	185	37%	39%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	<i>[data excluded for privacy reasons]</i>		63%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		67%

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)	131	64%	68%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	76	37%	43%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	77	38%	44%

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	113	62%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	82%	72%	No	84%
American Indian				
Asian				
Black/African American	62%	60%	No	66%
Hispanic	82%	72%	No	84%
White	88%	88%	Yes	90%
English language learners	71%	60%	No	74%
Students with disabilities	53%	34%	No	57%
Economically disadvantaged	79%	68%	No	81%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	147	29%	31%
Students scoring at or above Achievement Level 4	216	43%	47%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		60%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		48%	53%

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	45	28%	31%
Students scoring at or above Achievement Level 4	35	22%	23%

Florida Alternate Assessment (FAA)

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

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)	2		3
Participation in STEM-related experiences provided for students	2	100%	2%

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	54	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	14	1%	1%
Students who are not proficient in reading by third grade	50	31%	28%
Students who receive two or more behavior referrals	114	11%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	11	1%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Barrier: Our goal for the 2013-2014 school year is to increase parental involvement in Parent Workshops offered at the school by (1) percentage point, from 4% to 5%.

- We understand that parent engagement is correlated to student achievement. In monitoring the parent involvement, our school will increase parent activities by offering parent meetings to provide information about course curriculum and activities at times that are more convenient for parents.
- Offer meetings after school and at times convenient to parents to facilitate their involvement in the workshops.
- Offer more school functions during weekends that facilitate parent involvement.
- On an on-going basis, the Administration Team will review attendance rosters on a quarterly basis in order to determine parent participation.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parental involvement at the school by three (1) percentage points.	284	4%	5%

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

N/A

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
N/A			

Goals Summary

- G1.** The 2013 FCAT 2.0 Reading Test results indicate that 65% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by (7) percentage points to 72%.
- G2.** The 2013 FCAT 2.0 Writing Test results indicate that 62% (113) of students achieved proficiency (scores 3.5 or higher). Our goal for the 2013- 2014 school year is to increase the percent of students achieving proficiency in Writing by to 66%.
- G3.** The 2013 FCAT 2.0 Mathematics Test results indicate that 72% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percent of proficiency by twelve (12) percentage points to 84%.
- G4.** The 2013 FCAT 2.0 Science Test results indicate that 51% of students achieved a Level 3 or higher proficiency. Our goal for the 2013-2014 school year is to increase the percent proficiency Levels of 3 or higher by (3) percentage points to 54%.
- G5.** Our 2013-2014 STEM goal is to increase our percent participation in STEM related activities and to increase the number of experiences to at least 2 activities for the 2013-2014 school year.
- G6.** Our goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate interventions and support.
- G7.** Our goal is to increase parental involvement in Parent Workshops offered at the school by (1) percentage points.

Goals Detail

G1. The 2013 FCAT 2.0 Reading Test results indicate that 65% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by (7) percentage points to 72%.

Targets Supported

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

Resources Available to Support the Goal

- Comprehensive Assessment of Reading Strategies (CARS)
- Strategies to Achieve Reading Success (STARS)
- Author's Purpose Chart
- Two Column Notes
- SuccessMaker
- McGraw- Hill Reading Series
- KWL Charts

Targeted Barriers to Achieving the Goal

- The 2013 FCAT 2.0 Reading Test indicates that 64% of the students in the Hispanic subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency in the Hispanic subgroup by (8) percentage points to 72%. The 2013 FCAT 2.0 Reading Test indicates that 47% of the students in the ELL subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency in the ELL subgroup by (9) percentage points to 56%. The area of deficiency for the Hispanic and ELL subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2 Reading Application (LA.3-5.1.6.9.) Domain (RI.3.6.). Students experienced difficulty in identifying the Author's Purpose and the mood of the story and Main Idea due to limited comprehension.
- The 2013 FCAT 2.0 Reading Test indicates that 30% of the students in the SWD subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency in the SWD subgroup by (14) percentage points to 44%. The area of deficiency for SWD subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2 Reading Application (LA.3-5.1.6.9.) Domain (RI.3.6.). Students experienced difficulty in identifying the Main Idea of the story due to limited comprehension.
- The 2013 FCAT 2.0 Reading Test indicates that 61% of the students in the ED subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency in the ED subgroup by (7) percentage points to 68%. The area of deficiency for ED subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2 Reading Application (LA.3-5.1.6.9.) Domain (RI.3.6.). Students experienced difficulty in identifying the Main Idea of the story due to limited comprehension.
- The 2013 FCAT 2.0 Reading Test results indicate that 27% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by (6) percentage points to 33%.
- The 2012 FCAT 2.0 Reading Test results indicate that 37% of students achieved above proficiency (Levels 4 and 5). Our goal for the 2013-2014 school year is to increase the high levels of student proficiency by 2 percentage point to 39%.
- The 2013 FCAT 2.0 Reading Test results indicate that 59% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students making learning gains in Reading by (4) percentage points to 63%.

- The 2013 FCAT 2.0 Reading Test results indicate that 63% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students making learning gains in the lowest 25% by (4) percentage points to 67%.
- The 2013 FCAT 2.0 Reading Test results indicate that 64% of the students in the English Language Learners (ELL) subgroup achieved proficiency in the area of Listening/Speaking. Our goal for the 2013-2014 school year is to increase student proficiency in the ELL subgroup by (4) percentage points to 68%.
- The 2013 FCAT 2.0 Reading Test results indicate that 37% of the students in the English Language Learners (ELL) subgroup achieved proficiency in Reading. Our goal for the 2013-2014 school year is to increase student proficiency in the ELL subgroup by (6) percentage points to 43%.
- The 2013 FCAT 2.0 Reading Test results indicate that 38% of the students in the English Language Learners (ELL) subgroup achieved proficiency in Writing. Our goal for the 2013-2014 school year is to increase student proficiency in the ELL subgroup by (6) percentage points to 44%.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, using data from SuccessMaker, District Interims and FCAT 2.0 will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment: District Interim Assessments Results Summative Assessment: FCAT Reading 2014

G2. The 2013 FCAT 2.0 Writing Test results indicate that 62% (113) of students achieved proficiency (scores 3.5 or higher). Our goal for the 2013- 2014 school year is to increase the percent of students achieving proficiency in Writing by to 66%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Write to Score
- Anchor Papers

Targeted Barriers to Achieving the Goal

- The 2013 FCAT 2.0 Writing Test results indicate that 62% of students achieved proficiency (scores of 3.0 or higher). Our goal for the 2013-2014 school year is to increase the percent of students achieving proficiency in Writing by (4) percentage points to 66%.

Plan to Monitor Progress Toward the Goal

Following the FCIM, monthly writing prompts will be scored by teachers and twice a year by Write Score. The results will be reviewed by the LLT and the MTSS/Rtl teams in order to monitor students' progress in the identified areas of need and regroup for instruction.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Monthly writing prompts, District Writing Test and Write Score. Summative Assessments: 2014 FCAT 2.0 Writing

G3. The 2013 FCAT 2.0 Mathematics Test results indicate that 72% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percent of proficiency by twelve (12) percentage points to 84%.

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

- *SuccessMaker *HMH Student Text Book *HMH Assessment Book *HMH Strategic Intervention Activities *HMH Strategic Intervention Activities *HMH online Interventions *HMH Re-Teach Book *HMH Enrich Book *HMH Mid-Chapter Reviews *Buckle Down Resources *Math Journals *TPR ELL strategies *Teacher-made Tests

Targeted Barriers to Achieving the Goal

- The 2013 FCAT 2.0 Mathematics Test results indicate that 60% of students in the ELL subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase this subgroup's proficiency by 14 percentage points to 74%.
- The 2013 FCAT 2.0 Mathematics Test results indicate that 72% of students in the Hispanic subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase this subgroup's proficiency by 12 percentage points to 84%.
- The 2013 FCAT 2.0 Mathematics Test results indicate that 34% of students in the SWD subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase this subgroup's proficiency by 23 percentage points to 57%.
- The 2013 FCAT 2.0 Mathematics Test results indicate that 68% of students in the ED subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase this subgroup's proficiency by 13 percentage points to 81%.
- The 2013 FCAT 2.0 Mathematics Test results indicate that 29% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 8 percentage points to 37%.
- The 2013 FCAT 2.0 Mathematics Test results indicate that 43% of the students achieved above proficiency (FCAT 2.0 Levels 4 and 5). Our goal for the 2013-2014 school year is to increase the percent of students above proficiency by 4 percentage points to 47%.
- The 2013 FCAT 2.0 Mathematics Test results indicate that 60% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students making learning gains in Mathematics by 4 percentage points to 64%.
- The 2013 FCAT 2.0 Mathematics Test results indicate that 48% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students making learning gains in the lowest 25% by 5 percentage points to 53%

Plan to Monitor Progress Toward the Goal

Follow the FCIM using data from the Interim Assessments and FCAT 2.0

Person or Persons Responsible

LLT and RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment- District Interim Assessments Summative Assessment- Results of the 2014 FCAT 2.0

G4. The 2013 FCAT 2.0 Science Test results indicate that 51% of students achieved a Level 3 or higher proficiency. Our goal for the 2013-2014 school year is to increase the percent proficiency Levels of 3 or higher by (3) percentage points to 54%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- The resources that will be utilized to achieve this goal are the student Science textbooks, hands-on science materials and resource books and online resources (AIMS, Gizmos, Discovery, PBS, FCAT Explorer) and technology.

Targeted Barriers to Achieving the Goal

- The 2013 FCAT 2.0 Science Test results indicate that 28% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase the percent of students achieving Level 3 proficiency in Science by (3) percentage points to 31%.
- The 2013 FCAT 2.0 Science Test results indicate that 22% of students achieved above proficiency (FCAT 2.0 Levels 4 and 5). Our goal for the 2013-2014 school year is to increase the percent of students achieving above proficiency in Science by (1) percentage point to 23%.

Plan to Monitor Progress Toward the Goal

Analyze data from monthly assessments from all grade levels to ensure that students are making progress and that instruction is being modified appropriately if students are/are not making progress. In addition, provide AIMS resources when needed and meet weekly for Professional Learning Communities to share best practices and lab ideas.

Person or Persons Responsible

The Teacher and the LLT will be responsible for monitoring the effectiveness of these strategies.

Target Dates or Schedule:

The Teacher will analyze the data monthly and the Interim Data will be reviewed on a quarterly basis by the LLT.

Evidence of Completion:

Data reports from District Science Interim reports will be used to monitor student progress. The results of the 2014 Science FCAT 2.0 will be used to determine the effectiveness of the strategies.

G5. Our 2013-2014 STEM goal is to increase our percent participation in STEM related activities and to increase the number of experiences to at least 2 activities for the 2013-2014 school year.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- The resources that will be utilized to achieve this goal are the student Science textbooks, hands-on science materials and resource books and online resources, technology (AIMS, Gizmos, Discovery, PBS, FCAT Explorer) and Smart Boards

Targeted Barriers to Achieving the Goal

- The number of experiences in Project Based Learning in STEM for the 2012-2013 school year was one (1). Our goal for the 2013-2014 is to increase the number of experiences in Project Based Learning in STEM to two (2).
- The percentage of students participating in Project Based Learning in STEM for the 2012-2013 school year was 70%. Our goal for the 2013-2014 is to increase the percent participation by ten (10) percentage points to 80%.

Plan to Monitor Progress Toward the Goal

The Science Teacher and Chairperson will determine mastery of the Science Process skills by their participation in the Science Fair. Teachers will make sure to review attendance and assessments of these projects to ensure that students are making progress and that instruction is being modified appropriately if students are/are not making progress.

Person or Persons Responsible

Science Chairperson will be responsible for monitoring the effectiveness of these strategies.

Target Dates or Schedule:

These goals will be measured in November 2013 and in April 2014.

Evidence of Completion:

The STEM Team Leader will record the increased participation in school site STEM competitions such as the Science District FAIR and the school-base STEM projects.

G6. Our goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate interventions and support.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- Teacher(s)
- Administrators
- Counselor
- Reports

Targeted Barriers to Achieving the Goal

- The total number of students who missed 10% or more of available instruction for the 2012-2013 school year was 54 (5%). Our goal for the 2013-2014 school year is to decrease the number of absentees by one percentage point (1%) to 4%.
- The total number of students retained for the 2012-2013 school year was 14 (1%). Our goal for the 2013-2014 school year is to decrease or maintain the number of retainees to 1%. The total number of students not proficient in reading by third grade for the 2012-2013 school year was 50 (31%). Our goal for the 2013-2014 school year is to decrease the number of students not proficient in reading by three percentage points (3%) to 28%.
- The total number of students who received two (2) or more behavior referrals for the 2012-2013 school year was 114 (11%). Our goal for the 2013-2014 school year is to decrease the number of behavior referrals by one percentage point (1%) to 10%. The total number of out-of-school suspensions for the 2012-2013 school year was 11 (1%). Our goal for the 2013-2014 school year is to maintain or decrease the number of suspensions by 50%.

Plan to Monitor Progress Toward the Goal

Following the Florida Continuous Improvement Model (FCIM), Administrators and the Leadership Team will monitor behavior referrals to ensure effectiveness of the program.

Person or Persons Responsible

Teacher(s), Administrators, Leadership Team, MTSS/Rtl Team

Target Dates or Schedule:

On a monthly basis.

Evidence of Completion:

Assessment Reports, MTSS/Rtl Referral Packet

G7. Our goal is to increase parental involvement in Parent Workshops offered at the school by (1) percentage points.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Parental Involvement

Resources Available to Support the Goal

- Teachers, and computers.

Targeted Barriers to Achieving the Goal

- We understand that parent engagement is correlated to student achievement. In monitoring the parent involvement, our school will increase parent activities by offering parent meetings to provide information about course curriculum and activities at times that are more convenient for parents.

Plan to Monitor Progress Toward the Goal

The Administration Team will review attendance rosters on a quarterly basis in order to determine parent participation.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Attendance Rosters

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The 2013 FCAT 2.0 Reading Test results indicate that 65% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by (7) percentage points to 72%.

G1.B1 The 2013 FCAT 2.0 Reading Test indicates that 64% of the students in the Hispanic subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency in the Hispanic subgroup by (8) percentage points to 72%. The 2013 FCAT 2.0 Reading Test indicates that 47% of the students in the ELL subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency in the ELL subgroup by (9) percentage points to 56%. The area of deficiency for the Hispanic and ELL subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2 Reading Application (LA.3-5.1.6.9.) Domain (RI.3.6.). Students experienced difficulty in identifying the Author's Purpose and the mood of the story and Main Idea due to limited comprehension.

G1.B1.S1 • During differentiated instruction, students will receive instruction in teacher-led centers to address the identified deficiency. • Instruction should include the use of Comprehensive Assessment of Reading Strategies (CARS) and Strategies to Achieve Reading Success (STARS) during differentiated instruction. • KWL charts will be utilized to build background knowledge • Instruction should include the use of Main Idea Table Gist and Summary Pyramid • Students will be assigned specific tasks on SuccessMaker that are focused on interpreting elements of story structure within and across text and to use text features that ,interpret and organize information

Action Step 1

During differentiated instruction, students will receive instruction in teacher-led centers to address the identified deficiency.

Person or Persons Responsible

Reading/Language Arts Teachers Grades K-5th

Target Dates or Schedule

On-going

Evidence of Completion

Student work

Facilitator:

Reading Chairperson and Administrator

Participants:

Reading/Language Arts Teachers Grades K-5th

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

Utilizing the FCIM model, students' monthly assessments reports will be reviewed to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-Going

Evidence of Completion

District Interim Assessment

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

On a monthly basis

Evidence of Completion

Formative Assessment: : CARS and STARS, Classroom Assessments and District Interim Assessments

G1.B1.S2 Students will attend After -School tutoring to receive instruction in literary analysis , vocabulary, reading application and informational text to increase their reading comprehension.

Action Step 1

Students will attend After -School tutoring to receive instruction in literary analysis , vocabulary, reading application and informational text to increase their reading comprehension.

Person or Persons Responsible

Teachers

Target Dates or Schedule

November 5th, 2013- March 11th, 2014

Evidence of Completion

Student work sample /Success Academy lessons

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Following the FCIM model, review of the F.C.A.T. Released Test assessment data will be conducted to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

FCAT Released Test/Cold-Reads

Plan to Monitor Effectiveness of G1.B1.S2

Following the FCIM model, review of the F.C.A.T. Released Test assessment data will be conducted to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

F.C.A.T. Released Test

G1.B2 The 2013 FCAT 2.0 Reading Test indicates that 30% of the students in the SWD subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency in the SWD subgroup by (14) percentage points to 44%. The area of deficiency for SWD subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2 Reading Application (LA.3-5.1.6.9.) Domain (RI.3.6.). Students experienced difficulty in identifying the Main Idea of the story due to limited comprehension.

G1.B2.S1 During differentiated instruction, students will receive instruction in teacher-led centers to address the identified deficiency.

Action Step 1

Students will practice identifying the main idea or essential message in grade-level text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and teacher assessments

Facilitator:

Reading Chairperson and Administrator

Participants:

Reading Teachers K-5

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

Following the FCIM model, Monthly SuccessMaker reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly and Quarterly

Evidence of Completion

SuccessMaker and Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM ,Monthly SuccessMaker reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly SuccessMaker Reports, and District Interim Assessments
Summative Assessments: 2014 FCAT 2.0 Reading

G1.B2.S2 During Intervention,students will receive instruction using the Wonder-Works material to address the areas of deficiency.

Action Step 1

Students will practice their fluency and comprehension skills with the implementation of WonderWorks.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Unit Assessment from Wonder Works

Plan to Monitor Fidelity of Implementation of G1.B2.S2

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

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly Assessments from WonderWorks

Plan to Monitor Effectiveness of G1.B2.S2

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

WonderWorks/ Weekly and Unit Assessment.

G1.B3 The 2013 FCAT 2.0 Reading Test indicates that 61% of the students in the ED subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency in the ED subgroup by (7) percentage points to 68%. The area of deficiency for ED subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2 Reading Application (LA.3-5.1.6.9.) Domain (RI.3.6.). Students experienced difficulty in identifying the Main Idea of the story due to limited comprehension.

G1.B3.S1 Students should practice identifying the main idea or essential message in grade- level text.

Action Step 1

Students should practice identifying the main idea and the essential message.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student -work and teacher- made test

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly/Quarterly

Evidence of Completion

Quizzes and Interim Assessments

Plan to Monitor Effectiveness of G1.B3.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Biweekly/Quarterly

Evidence of Completion

Formative Assessment:- Interim Assessments Summative Assessment: 2014 FCAT 2.0 Reading

G1.B3.S2 Students will participate in After-School Tutoring to enrich their reading skills.

Action Step 1

Students will participate in After-School tutoring to enrich their reading skills.

Person or Persons Responsible

Teacher

Target Dates or Schedule

January 21-, 2014 - April 4th, 2014

Evidence of Completion

Student work samples/Success Academy lessons

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Following the FCIM Model, bi-weekly classroom assessments data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes

Plan to Monitor Effectiveness of G1.B3.S2

Following the FCIM Model, bi-weekly classroom assessments data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessment: Mc-Graw Hill Unit Assessments.

G1.B4 The 2013 FCAT 2.0 Reading Test results indicate that 27% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by (6) percentage points to 33%.

G1.B4.S1 Instruction should include the use of Author's Purpose Charts and grade-level passages that focus on identifying the Author's Purpose in a passage and/or story and the mood of the story.

Action Step 1

Students should practice identifying the author's purpose by using the author's chart.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and classroom assessments

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

Following the FCIM, quarterly reviews of Interim Assessment Data along with monthly classroom assessment data will be conducted in the areas of Author's Purpose and the mood of the story to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker Reports and student work

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model quarterly reviews of Interim Assessment Data along with monthly classroom assessment data will be conducted in the areas of Author's Purpose and the mood of the story to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Graphic Organizers and SuccessMaker reports

G1.B5 The 2012 FCAT 2.0 Reading Test results indicate that 37% of students achieved above proficiency (Levels 4 and 5). Our goal for the 2013-2014 school year is to increase the high levels of student proficiency by 2 percentage point to 39%.

G1.B5.S1 Instruction should include the use of positive and negative mood words that focus on analyzing descriptive language.

Action Step 1

Students should practice analyzing descriptive language that defines the mood and imagery of poems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work sample

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

Following the FCIM, reviews of Interim Assessment Data along with monthly classroom assessment data will be conducted in the area of descriptive language that defines the mood and imagery.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Interim Assessment

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM, quarterly reviews of Interim Assessment Data along with monthly classroom assessment data will be conducted in the area of descriptive language that defines the mood and imagery.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Mc-Graw Hill Series Quizzes and Interim Assessment.

G1.B6 The 2013 FCAT 2.0 Reading Test results indicate that 59% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students making learning gains in Reading by (4) percentage points to 63.

G1.B6.S1 Instruction should include the use SuccessMaker and Accelerated Reader on a bi-weekly basis in order to reinforce students' understanding in identify the main idea.

Action Step 1

Students will be assigned custom courses in order to assist them in identifying the main idea of a passage.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Monthly SuccessMaker and Accelerated Reader reports

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

Following the FCIM model quarterly reviews of Interim Assessment Data along with monthly SuccessMaker and Accelerated Reader reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker and Accelerated Reader reports

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model quarterly reviews of Interim Assessment Data along with monthly SuccessMaker and Accelerated Reader reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment : SuccessMaker and Accelerated Reader reports.

G1.B6.S2 Instruction should include the use of Two Column Notes Main Idea Table chart in order to reinforce and enrich reading skills.

Action Step 1

Students should practice identifying the main idea of the story with the use of Two Column Notes Main Idea Table chart in order to reinforce and enrich reading skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Sample

Plan to Monitor Fidelity of Implementation of G1.B6.S2

Following the FCIM model, quarterly reviews of Interim Assessment Data along with monthly classroom assessment data in the area of Main Idea.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work sample

Plan to Monitor Effectiveness of G1.B6.S2

Following the FCIM model, quarterly reviews of Interim Assessment Data along with monthly classroom assessment data in the area of Main Idea.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessment: Mc-Graw Hill- Series and Interim Assessments.

G1.B7 The 2013 FCAT 2.0 Reading Test results indicate that 63% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students making learning gains in the lowest 25% by (4) percentage points to 67%.

G1.B7.S1 Instruction should include the use of Comprehensive Assessment of Reading Strategies (CARS) and Strategies to Achieve Reading Success (STARS) during differentiated instruction.

Action Step 1

Students should practice identifying the Author's Purpose in grade- level text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

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

Following the FCIM model, quarterly reviews of Interim Assessment Data along with monthly classroom assessment data in the areas of Author's Purpose and the mood of the story to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom and Interim Assessment

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM model, quarterly reviews of Interim Assessment Data along with monthly classroom assessment data in the areas of Author's Purpose and the mood of the story to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessment: CARS and STARS assessments.

G1.B7.S2 Instruction should include the use of Author's Purpose Chart and Opinion/Support Two Column Notes to assist students in identifying the Author's Perspective in a text.

Action Step 1

Students should practice identifying the Author's Purpose by using the Author's Purpose Chart and Opinion/Support Two Column Notes.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

Plan to Monitor Fidelity of Implementation of G1.B7.S2

Following the FCIM model, quarterly reviews of Interim Assessment Data along with monthly classroom assessment data in the areas of Author's Purpose and the mood of the story will be conducted to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/ Interim Assessments

Plan to Monitor Effectiveness of G1.B7.S2

Following the FCIM model, quarterly reviews of Interim Assessment Data along with monthly classroom assessment data in the areas of Author's Purpose and the mood of the story will be conducted to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessment: Interim Assessment

G1.B8 The 2013 FCAT 2.0 Reading Test results indicate that 64% of the students in the English Language Learners (ELL) subgroup achieved proficiency in the area of Listening/Speaking. Our goal for the 2013-2014 school year is to increase student proficiency in the ELL subgroup by (4) percentage points to 68%.

G1.B8.S1 During instruction, students will be provided with opportunities to listen to read- aloud, and think aloud.

Action Step 1

Provide weekly opportunities for students to practice listening and speaking activities utilizing listening centers such as SuccessMaker.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

SuccessMaker Reports

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

Following the FCIM model monthly SuccessMaker reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly SuccessMaker reports

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM model monthly SuccessMaker reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: Monthly SuccessMaker Reports

G1.B9 The 2013 FCAT 2.0 Reading Test results indicate that 37% of the students in the English Language Learners (ELL) subgroup achieved proficiency in Reading. Our goal for the 2013-2014 school year is to increase student proficiency in the ELL subgroup by (6) percentage points to 43%.

G1.B9.S1 Differentiated instruction will be employed to address individual needs along with Reciprocal teaching strategies.

Action Step 1

Students should be exposed to differentiated instruction based on their needs and implement reciprocal teaching strategies to assist them enrich their reading skills.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Quizzes/Interim Assessment

Plan to Monitor Effectiveness of G1.B9.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessment: Mc-Graw Hill Series Quizzes

G1.B10 The 2013 FCAT 2.0 Reading Test results indicate that 38% of the students in the English Language Learners (ELL) subgroup achieved proficiency in Writing. Our goal for the 2013-2014 school year is to increase student proficiency in the ELL subgroup by (6) percentage points to 44%.

G1.B10.S1 Students will be provided with the opportunity to create Dialogue Journals and graphic organizers to improve their writing skills

Action Step 1

Students will be provided with ample opportunities to create Dialogue Journals and the use of graphic organizers to improve their writing skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' Journals

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

Following the FCIM model, bi-weekly assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Dialogue Journals

Plan to Monitor Effectiveness of G1.B10.S1

Following the FCIM model, bi-weekly assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly/Quarterly

Evidence of Completion

Formative Assessment: Classroom and Interim Assessments

G2. The 2013 FCAT 2.0 Writing Test results indicate that 62% (113) of students achieved proficiency (scores 3.5 or higher). Our goal for the 2013- 2014 school year is to increase the percent of students achieving proficiency in Writing by to 66%.

G2.B1 The 2013 FCAT 2.0 Writing Test results indicate that 62% of students achieved proficiency (scores of 3.0 or higher). Our goal for the 2013-2014 school year is to increase the percent of students achieving proficiency in Writing by (4) percentage points to 66%.

G2.B1.S1 During Writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, and a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts

Action Step 1

Teachers will model to students how to develop a prewriting plan that includes: main idea, descriptive details, characters , sequence of events and figurative language.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' Writing Samples

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

Following the FCIM model, weekly students' writing samples will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Writing Samples

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, weekly students' writing samples will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Students' writing samples

G2.B1.S2 During instruction, teachers will model effective writing practices followed by students drafting and revising their paper to add supporting ideas and fix conventions using Anchor Papers.

Action Step 1

Students will participate in small group guided instruction along with peer editing and revisions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student writing prompts

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Students' writing will be collected on a weekly basis to monitor for fidelity of implementation of the strategy. Professional development will be provided to teachers on the implementation of anchor papers.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Students' writing samples

Plan to Monitor Effectiveness of G2.B1.S2

Following the FCIM, monthly writing prompts will be scored by teachers and twice a year by Write Score. The results will be reviewed by the LLT and the MTSS/RtI teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Student writing prompts

G3. The 2013 FCAT 2.0 Mathematics Test results indicate that 72% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percent of proficiency by twelve (12) percentage points to 84%.

G3.B1 The 2013 FCAT 2.0 Mathematics Test results indicate that 60% of students in the ELL subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase this subgroup's proficiency by 14 percentage points to 74%.

G3.B1.S1 Students need more practice to review and model multiplication and division context, multiplicative comparison, and graphing skills. In addition, students need many opportunities to practice varied operations correlating to real-world measurements, number operations, problems and statistics. Small group intervention lessons should be focusing on these skills and those not mastered through SuccessMaker and Interim Test Results.

Action Step 1

In small Teacher-led groups, students will represent repeated addition, multiplicative comparison, array, how many combinations, measurement, and partitioning including problems presented in the results of the activities with the whole group and create additional real-world problem solving examples to add to their journals. In addition, students will engage daily participation in the SuccessMaker math program for a minimum of 15 minutes.

Person or Persons Responsible

Teachers are responsible for implementing the identified strategies

Target Dates or Schedule

Daily, in small groups, the teacher will meet with students and participation in the SuccessMaker math program for a DAILY minimum of 15 minutes.

Evidence of Completion

Evaluation of journals and problem solving statistical activities that demonstrate mastery, teacher-made assessments and SuccessMaker usage reports.

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

Following the FCIM model, students will be evaluated on their progress on fraction activities, record and measure fractional parts, estimating numbers and problem solving assessments. Students will also be monitored on their usage of the SuccessMaker Math program. On a daily basis, teachers will review student journals to insure that they are modeling multiplication and division context. In addition, students will record daily participation in the SuccessMaker math program in their log book.

Person or Persons Responsible

The Teacher and the LLT

Target Dates or Schedule

The monitoring of the lessons and journals will take place weekly and monthly. Monthly reports for student participation in the SuccessMaker math program will be reviewed for fidelity.

Evidence of Completion

Teachers-made assessments and monthly SuccessMaker reports.

Plan to Monitor Effectiveness of G3.B1.S1

Utilizing the FCIM model, students' monthly assessments and reports will be reviewed to monitor progress and adjust instruction as needed.

Person or Persons Responsible

The LLT and the teacher will be responsible for collecting data and monitoring the effectiveness of these strategies.

Target Dates or Schedule

Monthly

Evidence of Completion

Data from District Math Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

G3.B2 The 2013 FCAT 2.0 Mathematics Test results indicate that 72% of students in the Hispanic subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase this subgroup's proficiency by 12 percentage points to 84%.

G3.B2.S1 Students will engage in bi-weekly fraction activities that include key vocabulary words associated with classroom Mathematical concepts. In addition, practice orally sharing results of the activities with the whole group and create additional real-world problem solving examples to add to their journals in the tested language.

Action Step 1

Provide opportunities for students to engage in bi-weekly fraction activities that include key vocabulary words associated with classroom Mathematical concepts. Allocate time to practice orally/ sharing results of the activities with the whole group and create additional real-world problem solving examples to add to their journals in the tested language. In addition, students will engage daily participation in the SuccessMaker math program for a minimum of 15 minutes.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily SuccessMaker practice and weekly group meetings.

Evidence of Completion

Check journals entries, teacher-made assessments, and monthly SuccessMaker reports.

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

Following the FCIM model, students will be evaluated on their progress on fraction activities. Evaluate student journals to insure that they are recording and measuring fractional parts and creating additional real-world problem solving examples and using key Mathematical vocabulary. Monitor student's daily participation in the SuccessMaker math program for a minimum of 15 minutes.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Evaluate journal entries, teacher-made assessments, District Interim Assessments and monthly SuccessMaker reports.

Plan to Monitor Effectiveness of G3.B2.S1

Utilizing the FCIM model, students' monthly assessments and reports will be reviewed to monitor progress and adjust instruction as needed. The LLT will analyze data from monthly assessments from all grade levels to ensure that students are making progress and that instruction is being modified appropriately; and whether students are/are not making progress.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Data from District Math Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

G3.B3 The 2013 FCAT 2.0 Mathematics Test results indicate that 34% of students in the SWD subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase this subgroup's proficiency by 23 percentage points to 57%.

G3.B3.S1 SWD students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

Action Step 1

Students will discuss and write about mathematics in their daily journals and will have daily practice in reading, writing and solving word problems related to real world situations as well as reflect on the objective learned for the day. Daily use of journals to answer questions about math operations including "how" and "why" will assist in developing skills. As students become increasingly proficient, complexity of the problems will increase and scaffolding of skills will decrease.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Teachers will review data bi-weekly, at each grade level to determine that progress is being made and to help teachers adjust instruction as needed.

Evidence of Completion

Data from classroom assessments and the District Interim Assessments will be analyzed to measure progress toward our goal.

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

Following the FCIM model, students will discuss and write about mathematics in their daily journals and will have daily practice in reading, writing and solving word problems related to real world situations as well as reflect on the objective learned for the day.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Data from the District Interim Assessments will be analyzed to measure progress toward our goal. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of strategy.

Plan to Monitor Effectiveness of G3.B3.S1

The Math Chairperson and the Assistant Principal will analyze data from monthly assessments from all grade levels to ensure that students are making progress and that instruction is being modified appropriately; and whether students are/are not making progress.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Data from the District Interim Assessments will be analyzed to measure progress toward our goal. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of strategy.

G3.B4 The 2013 FCAT 2.0 Mathematics Test results indicate that 68% of students in the ED subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase this subgroup's proficiency by 13 percentage points to 81%.

G3.B4.S1 Students will engage in daily participation in the SuccessMaker math program for a DAILY minimum of 15 minutes. They will review and model multiplication and division context, multiplicative comparison, and graphing skills.

Action Step 1

In small Teacher-led groups, students will represent repeated addition, multiplicative comparison, array, how many combinations, measurement, and partitioning including problems presented in the results of the activities with the whole group and create additional real-world problem solving examples to add to their journals. In addition, students will engage daily participation in the SuccessMaker math program for a minimum of 15 minutes. Small group intervention lessons will focus on these skills not mastered through SuccessMaker and Interim Test Results.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On a daily basis teacher will monitor progress.

Evidence of Completion

In their journals, create and evaluate their own problems and statistical activities to demonstrate mastery and SuccessMaker Reports.

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

Review student journals to insure that they are modeling multiplication and division context; there is evidence of repeated addition, multiplicative comparison, array, how many combinations, measurement, and partitioning problems and creating additional real-world problem solving examples in their journals.

Person or Persons Responsible

LLT

Target Dates or Schedule

The monitoring of the lessons and journals will take place weekly and monthly until June 2014. Monthly reports for student participation in the SuccessMaker math program will be conducted by the Assistant Principal.

Evidence of Completion

Monthly, teachers will evaluate student-made problems and statistical activities to demonstrate mastery. Monthly successmaker reports will be provided by the LLT

Plan to Monitor Effectiveness of G3.B4.S1

Analyze data from monthly assessments from all grade levels to ensure that students are making progress and that instruction is being modified appropriately; and whether students are/are not making progress. Teachers, will provide opportunities for students to use the computers for their daily 15 minutes of SuccessMaker

Person or Persons Responsible

LLT

Target Dates or Schedule

The Math Chairperson will analyze the monitoring log data monthly. The LLT will be responsible for monitoring the Successmaker student activity monthly.

Evidence of Completion

SuccessMaker Reports, Teacher Assessments and District Interim Reports.

G3.B5 The 2013 FCAT 2.0 Mathematics Test results indicate that 29% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 8 percentage points to 37%.

G3.B5.S1 Students will engage in real world activities to help students develop, model, and solve problem situations in multiple ways.

Action Step 1

Students will engage in bi-weekly real world activities to help students develop, model, and solve problem situations in multiple ways including numbers, words (mathematical language), drawing graphs, using geometrical measurements, making a chart, list, or creating equations. Teachers will provide activities so that it increases in complexity each week.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

In their journals, student will create and show evidence of their own equations and create their geometry and measurement problems to demonstrate mastery.

Facilitator:

Math Chairperson

Participants:

Math Teachers

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

Review student journals to insure that they are modeling, and solving problem situations in multiple ways including numbers, words (mathematical language), drawing graphs, using geometrical measurements, making a chart, list, or creating equations and creating their own geometry and measurement problems.

Person or Persons Responsible

LLT and the Teachers are responsible for the actual implementation and fidelity of the strategy.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Monthly HMH Assessments and Teacher-made tests.

Plan to Monitor Effectiveness of G3.B5.S1

Analyze data from monthly assessments to ensure that students are making progress and that instruction is being modified appropriately if students are/are not making progress.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Data from student progress reports and District Math Interim assessments.

G3.B6 The 2013 FCAT 2.0 Mathematics Test results indicate that 43% of the students achieved above proficiency (FCAT 2.0 Levels 4 and 5). Our goal for the 2013-2014 school year is to increase the percent of students above proficiency by 4 percentage points to 47%.

G3.B6.S1 Students need more opportunities to discuss and write about Mathematics and additionally use critical thinking and problem solving activities.

Action Step 1

Engage students in journaling and discussion activities that center around such questions as why and how. Guide students to discover mathematical relationships and to use appropriate vocabulary to discuss these relationships. Provide students with additional opportunities to develop inquiry and exploration activities using the extended and enrichment activities to increase critical thinking and problem solving skills.

Person or Persons Responsible

Teachers are responsible for implementing the identified strategies

Target Dates or Schedule

Weekly following each lesson

Evidence of Completion

Review student journals to evaluate their mastery.

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

Review of student journals to insure that they are using and modeling critical thinking and real-world problem solving examples in their journals.

Person or Persons Responsible

LLT and the math teachers will be responsible for the actual implementation and fidelity of the strategy by evaluating journals.

Target Dates or Schedule

The monitoring of the lessons will take place weekly and monthly until June 2014.

Evidence of Completion

Journal evaluations and teacher assessments.

Plan to Monitor Effectiveness of G3.B6.S1

Analyze data from monthly Assessments to ensure that students are making progress and that instruction is being modified appropriately if students are/are not making progress.

Person or Persons Responsible

The Math Chairperson and the Assistant Principal will be responsible for monitoring and the Teacher will be collecting data and monitoring the effectiveness of these strategies.

Target Dates or Schedule

LLT will analyze the monitoring log's data monthly.

Evidence of Completion

Data from District Math Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

G3.B7 The 2013 FCAT 2.0 Mathematics Test results indicate that 60% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students making learning gains in Mathematics by 4 percentage points to 64%.

G3.B7.S1 Students will engage in Fraction activities, and record and measure fractional parts They practicing proving and sharing results of the activities with the whole group and create additional real-world problem solving examples.

Action Step 1

Students will engage in bi-weekly Fraction activities and record and measure fractional parts in their journals. Once a month, they will review and share the results of the activities with the whole group and create additional real-world problem solving examples to add to their journals. Engaging fraction related activities will be developed so that it increases in complexity each week. Once a month, students will review and create their own fraction activities to demonstrate mastery.

Person or Persons Responsible

The Math Teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Bi-weekly students will, in their journals, create and evaluate their own equations and create their own Fraction and measurement problems to demonstrate mastery.

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

Review of student journals to insure that they are recording and measuring fractional parts and creating additional real-world problem solving examples to add to their journals.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly evaluations of student-made problems and fractional activities that demonstrate mastery.

Plan to Monitor Effectiveness of G3.B7.S1

The Math Chairperson and the Assistant Principal will analyze data from monthly assessments from all grade levels to ensure that students are making progress and that instruction is being modified appropriately if students are/are not making progress.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from District Math Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

G3.B8 The 2013 FCAT 2.0 Mathematics Test results indicate that 48% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students making learning gains in the lowest 25% by 5 percentage points to 53%

G3.B8.S1 Students need many and varied opportunities to make fraction correlations to real-world measurements, use fraction models, and create and interpret fraction equivalencies.

Action Step 1

Teachers will lead small group intervention lessons and Differentiated Instruction to review and model fraction activities, record and measure fractional parts, estimating numbers and problem solving.

Person or Persons Responsible

The Teacher

Target Dates or Schedule

Daily

Evidence of Completion

On a bi-weekly basis, teachers will evaluate progress in student folders and develop student skills so that it increases in complexity.

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

Following the FCIM model, students will be evaluated on their progress on fraction activities, record and measure fractional parts, estimating numbers and problem solving assessments. Students will also be monitored on their usage of the SuccessMaker Math program.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Evidence of mastery will be documented in students' journals, DI folders, HMH Assessments, and SuccessMaker Student logs.

Plan to Monitor Effectiveness of G3.B8.S1

Utilizing the FCIM model, students' monthly assessments and reports will be reviewed to monitor progress and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

HMH Chapter assessments and District Interim Assessments.

G4. The 2013 FCAT 2.0 Science Test results indicate that 51% of students achieved a Level 3 or higher proficiency. Our goal for the 2013-2014 school year is to increase the percent proficiency Levels of 3 or higher by (3) percentage points to 54%.

G4.B1 The 2013 FCAT 2.0 Science Test results indicate that 28% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase the percent of students achieving Level 3 proficiency in Science by (3) percentage points to 31%.

G4.B1.S1 Teachers will utilize differentiated instruction strategies at all levels of instruction especially, during delivery of Physical Science content.

Action Step 1

Teachers will utilize differentiated instruction strategies at all levels of instruction. During delivery of Physical Science content, teachers will use multiple media (oral, graphics, written, technology) and provide opportunities for students to demonstrate what they have learned through alternative assessments. Use leveled readers in Physical Science related topics to address different reading level skills in the classroom. Use rotational center activities and place students in mixed abilities groups. Utilize instructional technology (Gizmos, Discovery, PBS, FCAT Explorer etc.) Conduct weekly hands-on lab activities and document lab result in student journals.

Person or Persons Responsible

The teachers are responsible for implementing the identified strategies.

Target Dates or Schedule

The monitoring of the lessons and instructional delivery will take place weekly until June 2014.

Evidence of Completion

Data from Teacher Assessments and the District Science Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

Facilitator:

Science Chairperson

Participants:

Science Teachers

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

Students will conduct weekly hands-on lab activities and document lab result in student journals. Teachers on a monthly basis, teachers will evaluate progress and develop student skills so that it increases in complexity.

Person or Persons Responsible

The Teacher and the LLT will analyze data from Interim assessments to ensure that students are making progress and that instruction is being modified appropriately if students are/are not making progress.

Target Dates or Schedule

The Science Chairperson and the LLT will analyze Science Interim data quarterly and monitor those students not making progress.

Evidence of Completion

Weekly Science journal and Assessment grades and quarterly Science Interim Data

Plan to Monitor Effectiveness of G4.B1.S1

Observe and analyze data from weekly assessments from each class to ensure that students are making progress and that instruction is being modified appropriately if students are/are not making progress.

Person or Persons Responsible

The teacher and the LLT will be responsible for collecting data and monitoring the effectiveness of these strategies by analyzing weekly assessments and Interim test scores.

Target Dates or Schedule

The Teacher will analyze the journal data weekly and the Administration will monitor the student scores on the Science Interims on a quarterly basis.

Evidence of Completion

Data from District Science Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

G4.B2 The 2013 FCAT 2.0 Science Test results indicate that 22% of students achieved above proficiency (FCAT 2.0 Levels 4 and 5). Our goal for the 2013-2014 school year is to increase the percent of students achieving above proficiency in Science by (1) percentage point to 23%.

G4.B2.S1 During delivery of Physical Science content, teachers will use multiple media (oral, graphics, written, technology,) and provide opportunities for students to demonstrate (hands-on labs) what they have learned through alternative assessments.

Action Step 1

Teachers will utilize differentiated strategies at all levels of instruction such as computerized Gizmos activities, graphics, journal entries. As well as provide opportunities for students to demonstrate what they have learned through alternative assessments such as, rotational center or conduct hands-on lab activities

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lab work, journal entries and teacher assessments.

Facilitator:

Science Leader and LLT

Participants:

Science Teachers

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

Students will conduct weekly hands-on lab activities and document lab result in student journals. Teachers on a monthly basis, teachers will evaluate progress and develop student skills so that it increases in complexity.

Person or Persons Responsible

The Teacher and the LLT will analyze data from Interim assessments to ensure that students are making progress and that instruction is being modified appropriately if students are/are not making progress.

Target Dates or Schedule

Quarterly Science Interim data.

Evidence of Completion

Weekly Science journal evaluations, teacher assessments and Science Interim Data.

Plan to Monitor Effectiveness of G4.B2.S1

Observe and analyze data from weekly assessments from each class to ensure that students are making progress and that instruction is being modified appropriately if students are/are not making progress.

Person or Persons Responsible

The teacher and the LLT will be responsible for collecting data and monitoring the effectiveness of these strategies by analyzing weekly assessments and Interim test scores.

Target Dates or Schedule

Weekly by the Teacher and quarterly by the LLT.

Evidence of Completion

Data from District Science Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

G5. Our 2013-2014 STEM goal is to increase our percent participation in STEM related activities and to increase the number of experiences to at least 2 activities for the 2013-2014 school year.

G5.B1 The number of experiences in Project Based Learning in STEM for the 2012-2013 school year was one (1). Our goal for the 2013-2014 is to increase the number of experiences in Project Based Learning in STEM to two (2).

G5.B1.S1 Conduct two school Science Fairs which includes a Science Investigation and a Science Invention that supports the Project Based Learning in STEM for the 2013-2014 school year.

Action Step 1

Teachers will establish a plan and timeline for the development of one (1) Science Investigation project and one (1) Science Invention. Teachers will help in the development of student projects and increase the participation in STEM competitions by providing ample time for preparation and instruction during class time.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Science Fair, November 21, 2013 Science Invention Competition, April 2014

Evidence of Completion

The number of student projects submitted for each STEM school and District competitions.

Facilitator:

Science Chairperson

Participants:

Science teachers

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

Evalueto provide evidence of completed student projects in STEM Science Fair and the PSN School based science competitions. Teachers will establish a plan and timeline for the development of student projects and increase the participation in these STEM competitions by providing student incentives for learning.

Person or Persons Responsible

Science Teachers and Science Leader

Target Dates or Schedule

Science Fair, November 21, 2013 Science Invention Competition, April 2014

Evidence of Completion

The percentage of student projects submitted for the school site STEM related Fairs.

Plan to Monitor Effectiveness of G5.B1.S1

Show evidence of completed student projects in STEM Science Fair and the PSN School based science competition. Evaluate student STEM projects.

Person or Persons Responsible

The Science Chairperson be responsible for collecting and taking and attendance in the 2013-2014 Science fair activities.

Target Dates or Schedule

School Based Science Fair will take place in November 2013 andthe District Fair in January 2014 .
School Based Inventioin Fair will take place in April 2014.

Evidence of Completion

Actual Science Project and reports which demonstrate all of the components of the Science Inquiry and Invention process.

G5.B2 The percentage of students participating in Project Based Learning in STEM for the 2012-2013 school year was 70%. Our goal for the 2013-2014 is to increase the percent participation by ten (10) percentage points to 80%.

G5.B2.S1 Students will continue to show evidence of completed student projects in STEM Science Fair and the PSN School based science competition in Grades 3-5. .

Action Step 1

Teachers will establish a plan and timeline for the development of student projects to increase the participation in STEM competitions by providing ample time for preparation and instruction during class time.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily, the science process skills should be embedded within the science classroom curriculum to insure completion.

Evidence of Completion

Science Report and display projects submitted per grade level.

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

Account for student participation in each grade level and evaluate the quality and content of the projects students submit.

Person or Persons Responsible

Teachers and Science Leader

Target Dates or Schedule

Science Fair, November 21, 2013 Science Invention Competition, April 2014

Evidence of Completion

The STEM Team Leader will look for increased participation in school site STEM competitions such as project submission to School-based fair and the Science District Fair.

Plan to Monitor Effectiveness of G5.B2.S1

The Science Teacher and Chairperson will determine mastery of the Science Process skills by their participation in the Science Fair. Teachers will make sure to review attendance and assessments of these projects to ensure that students are making progress and that instruction is being modified appropriately if students are/are not making progress.

Person or Persons Responsible

Teacher and Science Leader

Target Dates or Schedule

Daily in the Science class Science Fair, November 21, 2013 Science Invention Competition, April 2014

Evidence of Completion

The total number of student projects submitted by each grade level.

G6. Our goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate interventions and support.

G6.B1 The total number of students who missed 10% or more of available instruction for the 2012-2013 school year was 54 (5%). Our goal for the 2013-2014 school year is to decrease the number of absentees by one percentage point (1%) to 4%.

G6.B1.S1 Provide incentives to students with perfect attendance and no tardiness at the end of each grading period.

Action Step 1

Attendance Reports will be monitored by the Teachers and Counselor on a monthly basis in order to increase student attendance

Person or Persons Responsible

Teacher(s), Administrators, and Counselor

Target Dates or Schedule

On a monthly basis

Evidence of Completion

Attendance Reports, Student Code of Conduct

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

Following the Florida Continuous Improvement Model (FCIM), Administrators will monitor for effectiveness in order to increase student attendance.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On a monthly basis

Evidence of Completion

Attendance Reports

Plan to Monitor Effectiveness of G6.B1.S1

Following the Florida Continuous Improvement Model (FCIM), Administrators will monitor for fidelity in order to increase student attendance.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On a monthly basis

Evidence of Completion

Attendance Reports.

G6.B2 The total number of students retained for the 2012-2013 school year was 14 (1%). Our goal for the 2013-2014 school year is to decrease or maintain the number of retainees to 1%. The total number of students not proficient in reading by third grade for the 2012-2013 school year was 50 (31%). Our goal for the 2013-2014 school year is to decrease the number of students not proficient in reading by three percentage points (3%) to 28%.

G6.B2.S1 Students who are deemed not proficient in reading will be identified before entering third grade and referred to the MTSS/Rtl Team.

Action Step 1

Teachers will identify students who are not proficient in reading and provide interventions with fidelity.

Person or Persons Responsible

Teacher(s), Interventionist(s)

Target Dates or Schedule

On a monthly basis

Evidence of Completion

Assessment Reports (FAIR, AR, SuccessMaker, Assessments, Intervention Groups List)

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

Administrators and Leadership Team will monitor Reading Assessment Reports and Intervention Groups List in order to ensure fidelity of interventions and provide additional after-school interventions for students who are not proficient in reading.

Person or Persons Responsible

Administrators and Leadership Team

Target Dates or Schedule

On-Going

Evidence of Completion

Reading Assessment Reports and Intervention Groups List

Plan to Monitor Effectiveness of G6.B2.S1

Following the Florida Continuous Improvement Model (FCIM), Administrators and the Leadership Team will monitor Reading Assessment Reports and Intervention Groups List in order to ensure effectiveness of interventions and refer to MTSS/Rtl, as needed.

Person or Persons Responsible

Administrators, Leadership Team, MTSS/Rtl Team

Target Dates or Schedule

On-Going Basis

Evidence of Completion

Assessment Reports, MTSS/Rtl Referral Packet

G6.B3 The total number of students who received two (2) or more behavior referrals for the 2012-2013 school year was 114 (11%). Our goal for the 2013-2014 school year is to decrease the number of behavior referrals by one percentage point (1%) to 10%. The total number of out-of-school suspensions for the 2012-2013 school year was 11 (1%). Our goal for the 2013-2014 school year is to maintain or decrease the number of suspensions by 50%.

G6.B3.S1 Students will be recognized with the program Do the Right Thing on a monthly basis to motivate appropriate student behavior.

Action Step 1

Teachers will nominate students on a monthly basis to be recognized for displaying appropriate behavior.

Person or Persons Responsible

Teachers(s) and Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher recommendation

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

Teachers will nominate students on a monthly basis to be recognized for displaying appropriate behavior.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Character Education and Student Code of Conduct

Plan to Monitor Effectiveness of G6.B3.S1

Teachers will nominate students on a monthly basis to be recognized for displaying appropriate behavior.

Person or Persons Responsible

Adminsitrators

Target Dates or Schedule

Monthly

Evidence of Completion

Character Education and Student Code of Conduct

G7. Our goal is to increase parental involvement in Parent Workshops offered at the school by (1) percentage points.

G7.B1 We understand that parent engagement is correlated to student achievement. In monitoring the parent involvement, our school will increase parent activities by offering parent meetings to provide information about course curriculum and activities at times that are more convenient for parents.

G7.B1.S1 Offer meetings after school and at times convenient to parents to facilitate their involvement in the workshops.

Action Step 1

Teacher and Administrators will offer workshops at convenient times for parents in order to facilitate their involvement.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Rosters

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

Attendance rosters will be monitored for fidelity of implementation of the workshops provided to parents. Administrators will have the support of teachers in providing strategies parents should implement at home with the children.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Rosters

Plan to Monitor Effectiveness of G7.B1.S1

Attendance rosters will be collected to ensure number of attendees. Workshops will be offered on different dates and times to ensure parent attendance.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Attendance rosters will be collected after every meeting .

Evidence of Completion

Attendance Rosters

G7.B1.S2 Offer more school functions during weekends that facilitate parent involvement.

Action Step 1

The school will offer school functions during the weekend to facilitate parent involvement.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Roster

Plan to Monitor Fidelity of Implementation of G7.B1.S2

Attendance rosters will be collected to monitor parent attendance in school functions.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quartely

Evidence of Completion

Attendance rosters

Plan to Monitor Effectiveness of G7.B1.S2

Attendance rosters will be collected to monitor effectiveness of the strategies. According to the rosters, if attendance is low, administration will implement other activities to ensure parent participation.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Rosters

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 II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, 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

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used 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 (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

Title X- Homeless

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

- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School 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.

Miami Lighthouse / Heiken Children's Vision Program

- Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The 2013 FCAT 2.0 Reading Test results indicate that 65% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by (7) percentage points to 72%.

G1.B1 The 2013 FCAT 2.0 Reading Test indicates that 64% of the students in the Hispanic subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency in the Hispanic subgroup by (8) percentage points to 72%. The 2013 FCAT 2.0 Reading Test indicates that 47% of the students in the ELL subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency in the ELL subgroup by (9) percentage points to 56%. The area of deficiency for the Hispanic and ELL subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2 Reading Application (LA.3-5.1.6.9.) Domain (RI.3.6.). Students experienced difficulty in identifying the Author's Purpose and the mood of the story and Main Idea due to limited comprehension.

G1.B1.S1 • During differentiated instruction, students will receive instruction in teacher-led centers to address the identified deficiency. • Instruction should include the use of Comprehensive Assessment of Reading Strategies (CARS) and Strategies to Achieve Reading Success (STARS) during differentiated instruction. • KWL charts will be utilized to build background knowledge • Instruction should include the use of Main Idea Table Gist and Summary Pyramid • Students will be assigned specific tasks on SuccessMaker that are focused on interpreting elements of story structure within and across text and to use text features that ,interpret and organize information

PD Opportunity 1

During differentiated instruction, students will receive instruction in teacher-led centers to address the identified deficiency.

Facilitator

Reading Chairperson and Administrator

Participants

Reading/Language Arts Teachers Grades K-5th

Target Dates or Schedule

On-going

Evidence of Completion

Student work

G1.B2 The 2013 FCAT 2.0 Reading Test indicates that 30% of the students in the SWD subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency in the SWD subgroup by (14) percentage points to 44%. The area of deficiency for SWD subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2 Reading Application (LA.3-5.1.6.9.) Domain (RI.3.6.). Students experienced difficulty in identifying the Main Idea of the story due to limited comprehension.

G1.B2.S1 During differentiated instruction, students will receive instruction in teacher-led centers to address the identified deficiency.

PD Opportunity 1

Students will practice identifying the main idea or essential message in grade-level text.

Facilitator

Reading Chairperson and Administrator

Participants

Reading Teachers K-5

Target Dates or Schedule

On-going

Evidence of Completion

Student work and teacher assessments

G3. The 2013 FCAT 2.0 Mathematics Test results indicate that 72% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percent of proficiency by twelve (12) percentage points to 84%.

G3.B5 The 2013 FCAT 2.0 Mathematics Test results indicate that 29% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 8 percentage points to 37%.

G3.B5.S1 Students will engage in real world activities to help students develop, model, and solve problem situations in multiple ways.

PD Opportunity 1

Students will engage in bi-weekly real world activities to help students develop, model, and solve problem situations in multiple ways including numbers, words (mathematical language), drawing graphs, using geometrical measurements, making a chart, list, or creating equations. Teachers will provide activities so that it increases in complexity each week.

Facilitator

Math Chairperson

Participants

Math Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

In their journals, student will create and show evidence of their own equations and create their geometry and measurement problems to demonstrate mastery.

G4. The 2013 FCAT 2.0 Science Test results indicate that 51% of students achieved a Level 3 or higher proficiency. Our goal for the 2013-2014 school year is to increase the percent proficiency Levels of 3 or higher by (3) percentage points to 54%.

G4.B1 The 2013 FCAT 2.0 Science Test results indicate that 28% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase the percent of students achieving Level 3 proficiency in Science by (3) percentage points to 31%.

G4.B1.S1 Teachers will utilize differentiated instruction strategies at all levels of instruction especially, during delivery of Physical Science content.

PD Opportunity 1

Teachers will utilize differentiated instruction strategies at all levels of instruction. During delivery of Physical Science content, teachers will use multiple media (oral, graphics, written, technology) and provide opportunities for students to demonstrate what they have learned through alternative assessments. Use leveled readers in Physical Science related topics to address different reading level skills in the classroom. Use rotational center activities and place students in mixed abilities groups. Utilize instructional technology (Gizmos, Discovery, PBS, FCAT Explorer etc.) Conduct weekly hands-on lab activities and document lab result in student journals.

Facilitator

Science Chairperson

Participants

Science Teachers

Target Dates or Schedule

The monitoring of the lessons and instructional delivery will take place weekly until June 2014.

Evidence of Completion

Data from Teacher Assessments and the District Science Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

G4.B2 The 2013 FCAT 2.0 Science Test results indicate that 22% of students achieved above proficiency (FCAT 2.0 Levels 4 and 5). Our goal for the 2013-2014 school year is to increase the percent of students achieving above proficiency in Science by (1) percentage point to 23%.

G4.B2.S1 During delivery of Physical Science content, teachers will use multiple media (oral, graphics, written, technology,) and provide opportunities for students to demonstrate (hands-on labs) what they have learned through alternative assessments.

PD Opportunity 1

Teachers will utilize differentiated strategies at all levels of instruction such as computerized Gizmos activities, graphics, journal entries. As well as provide opportunities for students to demonstrate what they have learned through alternative assessments such as, rotational center or conduct hands-on lab activities

Facilitator

Science Leader and LLT

Participants

Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lab work, journal entries and teacher assessments.

G5. Our 2013-2014 STEM goal is to increase our percent participation in STEM related activities and to increase the number of experiences to at least 2 activities for the 2013-2014 school year.

G5.B1 The number of experiences in Project Based Learning in STEM for the 2012-2013 school year was one (1). Our goal for the 2013-2014 is to increase the number of experiences in Project Based Learning in STEM to two (2).

G5.B1.S1 Conduct two school Science Fairs which includes a Science Investigation and a Science Invention that supports the Project Based Learning in STEM for the 2013-2014 school year.

PD Opportunity 1

Teachers will establish a plan and timeline for the development of one (1) Science Investigation project and one (1) Science Invention. Teachers will help in the development of student projects and increase the participation in STEM competitions by providing ample time for preparation and instruction during class time.

Facilitator

Science Chairperson

Participants

Science teachers

Target Dates or Schedule

Science Fair, November 21, 2013 Science Invention Competition, April 2014

Evidence of Completion

The number of student projects submitted for each STEM school and District competitions.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The 2013 FCAT 2.0 Reading Test results indicate that 65% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by (7) percentage points to 72%.	\$9,120
G2.	The 2013 FCAT 2.0 Writing Test results indicate that 62% (113) of students achieved proficiency (scores 3.5 or higher). Our goal for the 2013- 2014 school year is to increase the percent of students achieving proficiency in Writing by to 66%.	\$1,326
G6.	Our goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate interventions and support.	\$999
Total		\$11,445

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Technology	Other	Evidence-Based Program	Personnel	Total
School- based Account	\$2,009	\$0	\$0	\$0	\$0	\$2,009
EESAC Funds	\$0	\$1	\$0	\$0	\$0	\$1
EESAC Funds (Miscellaneous Funds)	\$0	\$0	\$1,000	\$0	\$0	\$1,000
School-Based	\$0	\$6,092	\$0	\$0	\$0	\$6,092
School-Based Account	\$0	\$0	\$0	\$1,326	\$0	\$1,326
EESAC Funds (Student Incentives)	\$0	\$0	\$999	\$0	\$0	\$999
Hourly Instructional Personnel	\$0	\$0	\$0	\$0	\$18	\$18
Total	\$2,009	\$6,093	\$1,999	\$1,326	\$18	\$11,445

Budget Details

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

G1. The 2013 FCAT 2.0 Reading Test results indicate that 65% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by (7) percentage points to 72%.

G1.B1 The 2013 FCAT 2.0 Reading Test indicates that 64% of the students in the Hispanic subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency in the Hispanic subgroup by (8) percentage points to 72%. The 2013 FCAT 2.0 Reading Test indicates that 47% of the students in the ELL subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency in the ELL subgroup by (9) percentage points to 56%. The area of deficiency for the Hispanic and ELL subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2 Reading Application (LA.3-5.1.6.9.) Domain (RI.3.6.). Students experienced difficulty in identifying the Author's Purpose and the mood of the story and Main Idea due to limited comprehension.

G1.B1.S1 • During differentiated instruction, students will receive instruction in teacher-led centers to address the identified deficiency. • Instruction should include the use of Comprehensive Assessment of Reading Strategies (CARS) and Strategies to Achieve Reading Success (STARS) during differentiated instruction. • KWL charts will be utilized to build background knowledge • Instruction should include the use of Main Idea Table Gist and Summary Pyramid • Students will be assigned specific tasks on SuccessMaker that are focused on interpreting elements of story structure within and across text and to use text features that ,interpret and organize information

Action Step 1

During differentiated instruction, students will receive instruction in teacher-led centers to address the identified deficiency.

Resource Type

Evidence-Based Materials

Resource

Comprehensive Assessment of Reading Strategies (CARS) and Strategies to Achieve Reading Success (STARS)

Funding Source

School- based Account

Amount Needed

\$2,009

G1.B2 The 2013 FCAT 2.0 Reading Test indicates that 30% of the students in the SWD subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency in the SWD subgroup by (14) percentage points to 44%. The area of deficiency for SWD subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2 Reading Application (LA.3-5.1.6.9.) Domain (RI.3.6.). Students experienced difficulty in identifying the Main Idea of the story due to limited comprehension.

G1.B2.S1 During differentiated instruction, students will receive instruction in teacher-led centers to address the identified deficiency.

Action Step 1

Students will practice identifying the main idea or essential message in grade-level text.

Resource Type

Technology

Resource

Toners, Paper and Toners

Funding Source

EESAC Funds

Amount Needed

\$1

G1.B3 The 2013 FCAT 2.0 Reading Test indicates that 61% of the students in the ED subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency in the ED subgroup by (7) percentage points to 68%. The area of deficiency for ED subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2 Reading Application (LA.3-5.1.6.9.) Domain (RI.3.6.). Students experienced difficulty in identifying the Main Idea of the story due to limited comprehension.

G1.B3.S2 Students will participate in After-School Tutoring to enrich their reading skills.

Action Step 1

Students will participate in After-School tutoring to enrich their reading skills.

Resource Type

Personnel

Resource

After-School Tutoring

Funding Source

Hourly Instructional Personnel

Amount Needed

\$18

G1.B5 The 2012 FCAT 2.0 Reading Test results indicate that 37% of students achieved above proficiency (Levels 4 and 5). Our goal for the 2013-2014 school year is to increase the high levels of student proficiency by 2 percentage point to 39%.

G1.B5.S1 Instruction should include the use of positive and negative mood words that focus on analyzing descriptive language.

Action Step 1

Students should practice analyzing descriptive language that defines the mood and imagery of poems.

Resource Type

Other

Resource

Teachers will be provided with copies of grade-level text and graphic organizers to assist students with their reading skills.

Funding Source

EESAC Funds (Miscellaneous Funds)

Amount Needed

\$1,000

G1.B6 The 2013 FCAT 2.0 Reading Test results indicate that 59% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students making learning gains in Reading by (4) percentage points to 63.

G1.B6.S1 Instruction should include the use SuccessMaker and Accelerated Reader on a bi-weekly basis in order to reinforce students' understanding in identify the main idea.

Action Step 1

Students will be assigned custom courses in order to assist them in identifying the main idea of a passage.

Resource Type

Technology

Resource

Accelerated Reader

Funding Source

School-Based

Amount Needed

\$6,092

G2. The 2013 FCAT 2.0 Writing Test results indicate that 62% (113) of students achieved proficiency (scores 3.5 or higher). Our goal for the 2013- 2014 school year is to increase the percent of students achieving proficiency in Writing by to 66%.

G2.B1 The 2013 FCAT 2.0 Writing Test results indicate that 62% of students achieved proficiency (scores of 3.0 or higher). Our goal for the 2013-2014 school year is to increase the percent of students achieving proficiency in Writing by (4) percentage points to 66%.

G2.B1.S1 During Writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, and a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts

Action Step 1

Teachers will model to students how to develop a prewriting plan that includes: main idea, descriptive details, characters , sequence of events and figurative language.

Resource Type

Evidence-Based Program

Resource

Write To Score

Funding Source

School-Based Account

Amount Needed

\$1,326

G6. Our goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate interventions and support.

G6.B1 The total number of students who missed 10% or more of available instruction for the 2012-2013 school year was 54 (5%). Our goal for the 2013-2014 school year is to decrease the number of absentees by one percentage point (1%) to 4%.

G6.B1.S1 Provide incentives to students with perfect attendance and no tardiness at the end of each grading period.

Action Step 1

Attendance Reports will be monitored by the Teachers and Counselor on a monthly basis in order to increase student attendance

Resource Type

Other

Resource

Student Incentives

Funding Source

EESAC Funds (Student Incentives)

Amount Needed

\$999