



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Gulfstream Elementary School

20900 SW 97TH AVE

Cutler Bay, FL 33189

305-235-6811

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 85%
Alternative/ESE Center No	Charter School No	Minority Rate 91%

School Grades History

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

Gulfstream Elementary School

Principal

Concepcion Santana C

School Advisory Council chair

Lakeisha McFarland

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

Name	Title
Concepcion Santana	Principal
Marybel Baldessari	Assistant Principal
Mariela Rapp	Reading Liaison
Leslie Gonzalez	Math/Science Liaison

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal - 1, Assistant Principal – 1, UTD Steward – 1, Teachers – 5, Alternate Teachers – 1, Parents – 7, Alternate Parent - 1, Business Community Representative – 3, Educational Support Employee - 1, Alternate Educational Support Employee, Student – 1, Alternate Student - 1

Involvement of the SAC in the development of the SIP

The SAC assists in the preparation and evaluation of the School Improvement Plan and the Parental Involvement Plan. Additionally, the SAC reviews, documents and approves all changes in the development and implementation of the School Improvement Plan. It targets specific school needs and activities that will have the greatest impact on the school community.

Activities of the SAC for the upcoming school year

The SAC will meet to review current data and realign the School Improvement Plan's goals/strategies as needed. Additionally, the SAC will review results of the Florida Continuous Improvement Model as well as the Multi-Tiered System of Support/Response to Intervention process.

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

Purchasing of paper for supplemental educational materials (\$500.00); Absence and Tardy Prevention- Provide incentives for students with improved attendance (\$300.00); Guidance Counselor and the Assistant Principal will contact parents of students who have been placed on indoor suspension. Parents will be provided with training on building an understanding of the Student Code of Conduct. Implementation of the student Code of Conduct through the Core Student of the Month Curriculum/ Incentive program (\$200.00). Purchasing of media materials for the Media Center (\$3,000.00).

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Concepcion Santana C

Principal

Years as Administrator: 8

Years at Current School: 4

Credentials

Bachelor of Science in Elementary Education – Florida International University,
 Master of Science in Reading – Florida International University,
 Educational Leadership – Nova Southeastern University
 Certified in Elementary Education, Primary Education, ESOL

Performance Record

2013 – School Grade: B
 Rdg. Proficiency, 64%
 Math Proficiency, 62%
 Rdg. Lrg. Gains, 67% points
 Math Lrg. Gains, 61% points
 Rdg. Imp. of Lowest 25% - 66% points
 Math Imp. of Lowest 25% - 58% points
 Rdg. AMO –59%
 Math AMO–58%

2012 – School Grade: A
 Rdg. Proficiency, 69%
 Math Proficiency, 62%
 Rdg. Lrg. Gains, 69% points
 Math Lrg. Gains, 69% points
 Rdg. Imp. of Lowest 25% - 87% points
 Math Imp. of Lowest 25% - 83% points
 Rdg. AMO –55%
 Math AMO–54%

2011 - School Grade: C
 Rdg. Proficiency, 72%
 Math Proficiency, 78%
 Rdg. Lrg. Gains, 54% points
 Math Lrg. Gains, 60% points
 Rdg. Imp. of Lowest 25% - 33% points
 Math Imp. of Lowest 25% - 53% points
 Rdg. AMO – 51%
 Math AMO– 56%

Marybel Baldessari

Asst Principal

Years as Administrator: 3

Years at Current School: 2

Credentials

Bachelor of Arts in Psychology and Criminology - University of Miami,
 Master of Science in Education- University of Miami,
 Educational Specialist in Educational Leadership- Nova Southeastern University
 Certified in Elementary Education, Varying Exceptionalities K-12
 Pre-K Handicapped Endorsement, ESOL

Performance Record

2013 – School Grade: B
 Rdg. Proficiency, 64%
 Math Proficiency, 62%
 Rdg. Lrg. Gains, 67% points
 Math Lrg. Gains, 61% points
 Rdg. Imp. of Lowest 25% - 66% points
 Math Imp. of Lowest 25% - 58% points
 Rdg. AMO –59%
 Math AMO–58%
 2012 – School Grade: D
 Rdg. Proficiency, 34%
 Math Proficiency, 39%
 Rdg. Lrg. Gains, 62% points
 Math Lrg. Gains, 66% points
 Rdg. Imp. of Lowest 25% - 82% points
 Math Imp. of Lowest 25% - 79% points
 Rdg. AMO –43%
 Math AMO–42%

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Mariela Rapp

Full-time / School-based

Years as Coach: 3

Years at Current School: 2

Areas

Reading/Literacy

Credentials

Bachelor of Science in Elementary Education/Primary Education-
Barry University
Certified in Elementary Education, ESOL

Performance Record

2012 – School Grade: A
Rdg. Proficiency, 69%
Math Proficiency, 62%
Rdg. Lrg. Gains, 69% points
Math Lrg. Gains, 69% points
Rdg. Imp. of Lowest 25% - 87% points
Math Imp. of Lowest 25% - 83% points
Rdg. AMO –55%
Math AMO–54%

2010 – School Grade: C
Rdg. Proficiency, 51%
Math Proficiency, 60%
Rdg. Lrg. Gains, 60% points
Math Lrg. Gains, 66% points
Rdg. Imp. of Lowest 25% - 55% points
Math Imp. of Lowest 25% - 65% points

Leslie Gonzalez		
Full-time / School-based	Years as Coach: 3	Years at Current School: 3
Areas	Mathematics, Science	
Credentials	Bachelor of Arts in Business and Professional Management – Nova Southeastern University Certified in Elementary Education, ESOL	
Performance Record	2013 – School Grade: B Rdg. Proficiency, 64% Math Proficiency, 62% Rdg. Lrg. Gains, 67% points Math Lrg. Gains, 61% points Rdg. Imp. of Lowest 25% - 66% points Math Imp. of Lowest 25% - 58% points Rdg. AMO –59% Math AMO–58% 2012 – School Grade: A Rdg. Proficiency, 69% Math Proficiency, 62% Rdg. Lrg. Gains, 69% points Math Lrg. Gains, 69% points Rdg. Imp. of Lowest 25% - 87% points Math Imp. of Lowest 25% - 83% points Rdg. AMO –55% Math AMO–54% 2011 - School Grade: C Rdg. Proficiency, 72% Math Proficiency, 78% Rdg. Lrg. Gains, 54% points Math Lrg. Gains, 60% points Rdg. Imp. of Lowest 25% - 33% points Math Imp. of Lowest 25% - 53% points Rdg. AMO – 51% Math AMO– 56%	

Classroom Teachers

# of classroom teachers	70
# receiving effective rating or higher	68, 97%
# Highly Qualified Teachers	63%
# certified in-field	44, 63%
# ESOL endorsed	59, 84%

reading endorsed

6, 9%

with advanced degrees

28, 40%

National Board Certified

8, 11%

first-year teachers

2, 3%

with 1-5 years of experience

7, 10%

with 6-14 years of experience

32, 46%

with 15 or more years of experience

29, 41%

Education Paraprofessionals

of paraprofessionals

28

Highly Qualified

28, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

- In-House Professional Development - Leadership Team
- Development of an Interviewing Committee - Leadership Team
- Monthly Teacher Recognition - Administration

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

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

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis, monitor the fidelity of the delivery of instruction and intervention and

provide levels of support and interventions to students based on data.

The Response to Intervention Leadership Team met with the Education Excellence School Advisory Committee, the Principal and the Assistant Principal to develop the School Improvement Plan (SIP). The team identified the areas in need of additional support. Rigor, relevance and relationships were stressed. The MTSS Leadership Team developed a systematic approach to completing the SIP listing additional support strategies to increase student mastery in each subject area. A schedule of meetings in order to complete the SIP was created.

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

Ms. Concepcion Santana - Principal (Personnel, Daily Operations), Ms. Marybel Baldessari (Attendance, Discipline, Curriculum, Assessment) - Assistant Principal, Ms. Mariela Rapp – Reading Liaison (Reading Curriculum), K- Ms. Janet Juan-Lopez (Grade Level Liaison), 1st- Ms. Alexandra Salinero (Grade Level Liaison) , 2nd -Ms. Carissa Bruner (Grade Level Liaison) , 3rd- Ms. Cathy Bellinghieri (Grade Level Liaison) , 4th- Ms. Margarita Nova-Marsh (Grade Level Liaison) and 5th- Ms. Leslie Gonzalez (Grade Level Liaison/Math/Science Curriculum); Ms. Pamela Fortman (Media Specialist)

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

The school's Leadership Team will consider the following steps to be utilized with MTSS Leadership Team process: address how we can utilize the Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring. The team will focus meetings around one significant point: How do we develop and maintain our students' achievement in order to bring out the best in the school, our teachers and our students? The Leadership team will monitor academic and behavior data; evaluating progress at least three times per year by addressing the following important questions: What will all students learn? (curriculum based on standards) What progress is expected in each core area? How will we determine if the students have made expected levels of progress towards proficiency? (common assessments) How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention, problem solving process and monitoring progress of interventions) How will we respond when students have learned it or already know? (enrichment opportunities). The team will gather and analyze data at all tiers. Hold regular team meetings that focus on increasing student achievement or behavioral success, gather ongoing progress monitoring (OPM) for all interventions and maintain communication with staff for input and feedback.

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

The Response to Intervention Leadership Team met with the Education Excellence School Advisory Committee, the Principal and the Assistant Principal to develop the School Improvement Plan (SIP). The team will identified the areas in need of additional support. Rigor, relevance and relationships will be stressed. The MTSS Leadership Team developed a systematic approach to completing the SIP listing additional support strategies to increase student mastery in each subject area. A schedule of meetings in order to complete the SIP was created.

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

The district professional development and support will include: training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan to assist with providing support for school staff to understand basic RtI principles and procedures. Teachers/parents will be provided with professional development/meetings in small sessions throughout the school year. The Response to Intervention team will suggest additional professional development as needed during the MTSS Leadership Team meetings. The data collected will be utilized to identify the benchmarks in greatest need of additional support. The data will assist in meeting the SIP goals.

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: 7,200

Afterschool Tutorial Program for lowest quartile and students scoring between 40%-60% on Reading and Math Interim Assessments - 2x/Weekly; 1 ½ Hours/Day.

English as a Second Language Tutorial Program - 2x/Weekly; 1 ½ Hours/Day.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is continuously collected through Classroom Assessments, Interim Assessments and FAIR Testing. Data is analyzed and used to differentiate instruction throughout the school year. The school-based Leadership Team is responsible for monitoring and implementation of all Extended Learning Opportunities.

Who is responsible for monitoring implementation of this strategy?

The school-based Leadership Team is responsible for monitoring and implementation of all Extended Learning Opportunities.

Strategy: Before or After School Program

Minutes added to school year: 1,260

SECME Enrichment Afterschool Activity – 1x/Weekly; 1 ½ Hours/Day.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Data is continuously collected through Classroom Assessments, Interim Assessments and FAIR Testing. Data is analyzed and used to differentiate instruction throughout the school year.

Who is responsible for monitoring implementation of this strategy?

The school-based Leadership Team is responsible for monitoring and implementation of all Extended Learning Opportunities.

Strategy: Weekend Program

Minutes added to school year: 1,260

Writing Saturday Academy Program for 4th grade students - 1x/Weekly; 3 Hours/Day.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is continuously collected through Classroom Assessments, Interim Assessments and FAIR Testing. Data is analyzed and used to differentiate instruction throughout the school year.

Who is responsible for monitoring implementation of this strategy?

The school-based Leadership Team is responsible for monitoring and implementation of all Extended Learning Opportunities.

Literacy Leadership Team (LLT)

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

Name	Title
Ms. Concepcion Santana	Principal
Ms. Marybel Baldessari	Assistant Principal
Ms. Mariela Rapp	Reading Liaison
Ms. Janet Juan - Lopez	Kindergarten Teacher
Ms. Alexandra Salinero	First Grade Teacher

Name	Title
Ms. Carissa Bruner	Second Grade Teacher
Ms. Cathy Bellinghieri	Third Grade Teacher
Ms. Margarita Nova-Marsh	Fourth Grade Teacher
Ms. Leslie Gonzalez	Fifth Grade Teacher
Ms. Pamela Fortman	Media Specialist

How the school-based LLT functions

The LLT will meet once a month and discuss specific topics and Literacy Plans of Action. The specific topics of discussion should include professional development in literacy, literacy in the content areas, reading intervention/enrichment programs, and progress monitoring of reading intervention/intervention. The Literacy Leadership Team at Gulfstream Elementary functions to increase capacity of reading/writing knowledge within the school building. Additionally, the LLT will determine literacy concerns at the school and create a Literacy Plan of Action for addressing those concerns. The Literacy Plan of Action will follow four phases. Phase 1 will be Investigating an Area of Concern. The LLT will investigate an area of concern based on student need and examine evidence to support the need. Phase 2 will be Studying and Planning the Course of Action. The LLT will investigate resources needed to plan the course of action and the implications of the resources studied. Phase 3 will be Implementing the Course of Action. The LLT will determine the data that will be used to monitor the course of action and who will be responsible for collecting the data and assisting the staff in implementing the course of action. Phase 4 will be Determining the Effectiveness of Course of Action. The LLT will explore the impact the course of action had on student learning and determine if further actions are necessary, such as revising, continuing, or discontinuing the action. The LLT will then determine if there is another related area of concern that the team may want to target.

Major initiatives of the LLT

The Literacy Leadership Team at Gulfstream Elementary will participate in several initiatives. They will understand the theory and research on how literacy develops in young people by sharing best practices and research on reading acquisition with all stakeholders (staff, parents, community). Model and demonstrate literacy strategies to support and encourage developing readers. Help students to see themselves as successful readers, growing in confidence and competence, and setting goals to increase literacy achievement. Develop a literacy mandate for the entire school, with teams of teachers engaged in building competent readers and writers.

Our initiatives align with district initiatives in that we are targeting the students in the lowest quartile and students in the low performing sub groups. Our instructional Liaison will be modeling and assisting teachers in developing effective reading strategies and activities through differentiated instruction. Teachers in Kindergarten-5th grade will implement the Common Core Standards.

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

Prekindergarten classes visit kindergarten classes in order to prepare for the transition to kindergarten. Kindergarten transition workshops were held for the parents to help them assist their child at home with the transition to kindergarten. Exit interviews and assessments are given to pre-kindergarten students to determine overall readiness for kindergarten. Prior to the beginning of the school year, a kindergarten orientation is given to incoming kindergarten parents and students in order to give them additional

information and support. Upon entering kindergarten, students are assessed in order to determine individual and group needs. Students are assessed in the Basic Skills/School Readiness, Print/Letter Knowledge, Phonemic Awareness and FLKRS. The data collected from the assessments is used to plan daily academic and social/emotional instruction for all students and intervention is provided as needed. Families of preschool SPED students are provided transition assistance through the school's SPED department. The school works with the district by providing readiness diagnostic assessments for students from Head Start and VPK programs outside of the school. Kindergarten registration was on-going throughout the summer months. Open House was held August 29th, 2013.

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	59%	64%	Yes	63%
American Indian				
Asian				
Black/African American	54%	58%	Yes	59%
Hispanic	61%	64%	Yes	65%
White	64%	76%	Yes	68%
English language learners	45%	58%	Yes	51%
Students with disabilities	57%	62%	Yes	61%
Economically disadvantaged	58%	63%	Yes	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	59	30%	33%
Students scoring at or above Achievement Level 4	48	25%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	21	26%	27%
Students scoring at or above Level 7	44	54%	54%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0)		66%	69%

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)	55	57%	61%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	34	35%	42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	32	33%	40%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	50	79%	81%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	21	70%	73%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	62%	No	67%
American Indian				
Asian				
Black/African American	54%	60%	Yes	59%
Hispanic	65%	64%	No	69%
White	76%	61%	No	78%
English language learners	62%	63%	Yes	66%
Students with disabilities	60%	58%	No	64%
Economically disadvantaged	61%	61%	Yes	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	53	27%	30%
Students scoring at or above Achievement Level 4	52	27%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	33	40%	42%
Students scoring at or above Level 7	29	35%	36%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		61%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		58%	62%

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	11	18%	22%
Students scoring at or above Achievement Level 4	16	26%	28%

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>		18%
Students scoring at or above Level 7	11	58%	59%

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	118	15%	20%

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	103	14%	13%
Students retained, pursuant to s. 1008.25, F.S.	46	7%	6%
Students who are not proficient in reading by third grade	37	53%	48%
Students who receive two or more behavior referrals	111	16%	15%
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 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

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

- G1.** 64% of students scored at a level 3 or above on the 2013 Reading FCAT 2.0, our goal is to maintain the percentage of students meeting proficiency. 80% of students scored at level 4 or above on the 2013 Reading FAA, our goal is to increase by 1%.
- G2.** 79% of students scored at a Level 3.5 or above on the 2013 Writing FCAT 2.0, our goal is to increase the percentage of students meeting proficiency by 2%. 70% of students scored at a level 4 or above on the 2013 Writing FAA, our goal is to increase by 3%.
- G3.** 62% of students scored a level 3 or above on the 2013 Math FCAT 2.0, our goal is to increase the percentage of students meeting proficiency by 5%. 75% of students scored at a level 4 or above on the 2013 Math FAA, our goal is to increase by 3%.
- G4.** 44% of students scored a Level 3 and above on the 2013 Science FCAT 2.0, our goal is to increase the percent of students meeting proficiency by 6%. 74% of students scored at a level 4 or above on the 2013 Science FAA, our goal is to increase by 3%.
- G5.** Increase in number of students and experiences participating in Project Based Learning in STEM.
- G6.** Using the Early Warning Indicators, Identify at-risk students in enough time to provide intervention and support.

Goals Detail

G1. 64% of students scored at a level 3 or above on the 2013 Reading FCAT 2.0, our goal is to maintain the percentage of students meeting proficiency. 80% of students scored at level 4 or above on the 2013 Reading FAA, our goal is to increase by 1%.

Targets Supported

- Reading (FCAT2.0, FAA, Learning Gains, CELLA)

Resources Available to Support the Goal

- FAIR, Baseline, Interim Assessment Data, Successmaker, Unique Learning Curriculum, Teachtown, Florida Ready, McGraw-Hill Wonders Curriculum

Targeted Barriers to Achieving the Goal

- The results of the 2012-2013 Reading FCAT 2.0 demonstrated that 30% of students scored a Level 3. Our goal is to increase proficiency by 3 percentage points to a 33%. Students reported difficulty with Reporting Category 1: Vocabulary.
- The results of the 2012-2013 Reading FCAT 2.0 demonstrated that 25% of students scored a Level 4 and above. Our goal is to increase proficiency by 1 percentage points to a 26%. Students reported difficulty with Reporting Category 4: Informational Text and Research Process.
- The results of the 2012-2013 Reading FAA demonstrated that 26% of students scored a Level 4-6. Our goal is to increase proficiency by 1 percentage points to a 27%.
- The results of the 2012-2013 Reading FAA demonstrated that 54% of students scored a Level 7 and above. Our goal is to imaintain the percent of students meeting proficiency.
- The results of the 2012-2013 Reading FCAT 2.0 demonstrated that 67% showed gains. Our goal is to increase the number of students making learning gains by 3 percentage points to a 70%. Students reported difficulty with Reporting Category 4: Informational Text and Research Process.
- The results of the 2012-2013 Reading FCAT 2.0 demonstrated that 66% of students in the lowest 25% showed learning gains. Our goal is to increase proficiency by 3 percentage points to a 69%. Students reported difficulty with Reporting Category 1: Vocabulary.
- The results of the 2012-2013 CELLA Listening and Speaking demonstrated that 57% of students met proficiency. Our goal is to increase proficiency by 4 percentage points to a 61%.
- The results of the 2012-2013 CELLA Reading demonstrated that 35% of students met proficiency. Our goal is to increase proficiency by 7 percentage points to a 42%.
- The results of the 2012-2013 CELLA Writing demonstrated that 33% of students met proficiency. Our goal is to increase proficiency by 7 percentage points to a 40%.

Plan to Monitor Progress Toward the Goal

Analyze data from interim assessments and the 2014 FCAT or FAA

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule:

On-Going

Evidence of Completion:

Interim Assessments and FCAT or FAA results

G2. 79% of students scored at a Level 3.5 or above on the 2013 Writing FCAT 2.0, our goal is to increase the percentage of students meeting proficiency by 2%. 70% of students scored at a level 4 or above on the 2013 Writing FAA, our goal is to increase by 3%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing Journals, pencils with grips, McGraw-Hill Wonders Curriculum

Targeted Barriers to Achieving the Goal

- The results of the 2012-2013 Writing FCAT 2.0 demonstrated that 79% of students scored at a Level 3.5 or above, our goal for 2013-2014 is to increase students meeting proficiency by 2 percentage points to an 81%.
- The results of the 2012-2013 Writing FAA demonstrated that 70% of students scored a Level 4 or above, our goal for 2013-2014 is to increase students meeting proficiency by 3 percentage points to a 73%.

Plan to Monitor Progress Toward the Goal

Analyze data from Writing assessments and the 2014 FCAT or FAA

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule:

On-Going

Evidence of Completion:

Writing Assessments and FCAT or FAA results

G3. 62% of students scored a level 3 or above on the 2013 Math FCAT 2.0, our goal is to increase the percentage of students meeting proficiency by 5%. 75% of students scored at a level 4 or above on the 2013 Math FAA, our goal is to increase by 3%.

Targets Supported

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

Resources Available to Support the Goal

- Houghton Mifflin Harcourt Go Math Curriculum, Teachtown, Unique Learning Curriculum, Gizmos, Florida Ready, Florida Focus Achieves

Targeted Barriers to Achieving the Goal

- The results of the 2012-2013 Math FCAT 2.0 demonstrated that 64% of students in the Hispanic subgroup met proficiency. Our AMO goal is to increase proficiency by 5 percentage points to a 69%. 61% of students in the White subgroup met proficiency. Our AMO goal is to increase proficiency by 17 percentage points to 78%. Students reported difficulty with Problem Solving.
- The results of the 2012-2013 Math FCAT 2.0 demonstrated that 58% of students in the SWD subgroup met proficiency. Our AMO goal is to increase proficiency by 6 percentage points to a 64%. Students reported difficulty with applying concepts and functions of Fractions.
- The results of the 2012-2013 Math FCAT 2.0 demonstrated that 27% of students scored a Level 3. Our goal is to increase proficiency by 3 percentage points to a 30%. Students in grade 3 reported difficulty with Number: Fractions. Students in grade 4 demonstrated difficulty with Number: Base Ten Fractions. Students in grade 5 reported difficulty in Expressions, Equations, and Statistics.
- The results of the 2012-2013 Math FCAT 2.0 demonstrated that 27% of students scored a Level 4 and above. Our goal is to increase proficiency by 1 percentage points to a 28%. All students demonstrated difficulty in Geometry and Measurement.
- The results of the 2012-2013 Math FAA demonstrated that 40% of students scored between Levels 4-6. Our goal is to increase proficiency by 2 percentage points to a 42%.
- The results of the 2012-2013 Math FAA demonstrated that 35% of students scored Levels 7 and above. Our goal is to increase proficiency by 1 percentage points to a 36%.
- The results of the 2012-2013 Math FCAT 2.0 demonstrated that 61% of students made learning gains. Our goal is to increase proficiency by 4 percentage points to a 65%. Students in grade 3 reported difficulty with Number: Fractions. Students in grade 4 demonstrated difficulty with Number: Base Ten Fractions. Students in grade 5 reported difficulty in Expressions, Equations, and Statistics.
- The results of the 2012-2013 Math FCAT 2.0 demonstrated that 58% of students met proficiency in the lowest 25%. Our goal is to increase proficiency by 4 percentage points to a 62%. Students in grade 3 reported difficulty with Number: Fractions. Students in grade 4 demonstrated difficulty with Number: Base Ten Fractions. Students in grade 5 reported difficulty in Expressions, Equations, and Statistics.

Plan to Monitor Progress Toward the Goal

Analyze data from interim assessments and the 2014 FCAT or FAA

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

On-Going

Evidence of Completion:

Interim Assessments and FCAT or FAA results

G4. 44% of students scored a Level 3 and above on the 2013 Science FCAT 2.0, our goal is to increase the percent of students meeting proficiency by 6%. 74% of students scored at a level 4 or above on the 2013 Science FAA, our goal is to increase by 3%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Scott Foresman Science curriculum, Gizmos, Study Jams, AIMS books, Teachtown, Unique Learning curriculum, Sciencosauris

Targeted Barriers to Achieving the Goal

- The results of the 2012-2013 Science FCAT 2.0 demonstrated that 18% of students scored a Level 3. Our goal is to increase proficiency by 4 percentage points to a 22%. Students reported difficulty with Nature of Science.
- The results of the 2012-2013 Science FCAT 2.0 demonstrated that 26% of students scored a Level 4 and above. Our goal is to increase proficiency by 2 percentage points to a 28%. Students reported difficulty with Nature of Science.
- The results of the 2012-2013 Science FAA demonstrated that 16% of students scored at a Level between 4-6. Our goal is to increase proficiency by 2 percentage points to a 18%.
- The results of the 2012-2013 Science FAA demonstrated that 35% of students scored at a Level 7 and above. Our goal is to increase proficiency by 1 percentage points to a 36%.

Plan to Monitor Progress Toward the Goal

Analyze data from interim assessments and the 2014 FCAT or FAA

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

On-Going

Evidence of Completion:

Interim Assessments and FCAT or FAA results

G5. Increase in number of students and experiences participating in Project Based Learning in STEM.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- SECME after school club, Science Fair and STEM night, Science Fair and Olympiad Competition

Targeted Barriers to Achieving the Goal

- Limited time throughout the school day to provide STEM initiatives.
- Lack of funding for teachers to plan and implement program.

Plan to Monitor Progress Toward the Goal

Analyze data from interim assessments and the 2014 FCAT or FAA

Person or Persons Responsible

Science Liaison

Target Dates or Schedule:

On-Going

Evidence of Completion:

Interim Assessments and FCAT or FAA results

G6. Using the Early Warning Indicators, Identify at-risk students in enough time to provide intervention and support.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Attendance Incentive Plan, Core Student of the Month Curriculum, Behavior Incentive Plan

Targeted Barriers to Achieving the Goal

- In 2012-2013, 14% of students missed 10% or more of available instructional time, our goal for 2013-2014 is to decrease by 1 percentage point to 13%.
- In 2012-2013, 7% of students were retained, our goal for 2013-2014 is to decrease by 1 percentage point to 6%.
- In 2012-2013, 53% of students were not proficient in reading by 3rd grade, our goal for 2013-2014 is to decrease by 5 percentage points to 48%
- In 2012-2013, 16% of students received 2 or more behavior referrals, our goal for 2013-2014 is to decrease by 1 percentage point to 15%. Additionally, 1% of students received or more behavior referrals that led to suspension, our goal for the 2013-2014 is to maintain.

Plan to Monitor Progress Toward the Goal

Review of referral outcomes and suspension reports

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Daily

Evidence of Completion:

Suspension Report

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. 64% of students scored at a level 3 or above on the 2013 Reading FCAT 2.0, our goal is to maintain the percentage of students meeting proficiency. 80% of students scored at level 4 or above on the 2013 Reading FAA, our goal is to increase by 1%.

G1.B1 The results of the 2012-2013 Reading FCAT 2.0 demonstrated that 30% of students scored a Level 3. Our goal is to increase proficiency by 3 percentage points to a 33%. Students reported difficulty with Reporting Category 1: Vocabulary.

G1.B1.S1 Implement specific key vocabulary, interactive word wall and context clues strategies that support the teaching of important general principles about words and how they work.

Action Step 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

Facilitator:

Reading Liaison

Participants:

Teachers

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

Classroom walk throughs

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G1.B1.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G1.B2 The results of the 2012-2013 Reading FCAT 2.0 demonstrated that 25% of students scored a Level 4 and above. Our goal is to increase proficiency by 1 percentage points to a 26%. Students reported difficulty with Reporting Category 4: Informational Text and Research Process.

G1.B2.S1 Utilize grade level appropriate text that use "real-world" documents, such as "how-to" articles, brochures, flyers and websites to locate, interpret and organize information through the use of text-features.

Action Step 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

Facilitator:

Reading Liaison

Participants:

Teachers

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

Classroom walk throughs

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G1.B2.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G1.B3 The results of the 2012-2013 Reading FAA demonstrated that 26% of students scored a Level 4-6. Our goal is to increase proficiency by 1 percentage points to a 27%.

G1.B3.S1 The usage of read-alouds, auditory tapes and text readers that provide print with visuals and/or symbols.

Action Step 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

Facilitator:

Program Specialist

Participants:

Teachers

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

Classroom walk throughs

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G1.B3.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G1.B4 The results of the 2012-2013 Reading FAA demonstrated that 54% of students scored a Level 7 and above. Our goal is to imaintain the percent of students meeting proficiency.

G1.B4.S1 Students must have continuous review/practice when learning Reading concepts. The students must be provided with visual choices as presented on the Florida Alternate Assessment.

Action Step 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

Facilitator:

Program Specialist

Participants:

Teachers

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

Classroom walk throughs

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G1.B4.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G1.B5 The results of the 2012-2013 Reading FCAT 2.0 demonstrated that 67% showed gains. Our goal is to increase the number of students making learning gains by 3 percentage points to a 70%. Students reported difficulty with Reporting Category 4: Informational Text and Research Process.

G1.B5.S1 Utilize grade level appropriate text that uses real-world documents, such as "how-to" articles, brochures, flyers and websites to locate, interpret and organize information through the use of text features.

Action Step 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

Facilitator:

Reading Liaison

Participants:

Teachers

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

Classroom walk throughs

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G1.B5.S1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work Samples

G1.B6 The results of the 2012-2013 Reading FCAT 2.0 demonstrated that 66% of students in the lowest 25% showed learning gains. Our goal is to increase proficiency by 3 percentage points to a 69%. Students reported difficulty with Reporting Category 1: Vocabulary.

G1.B6.S1 Develop a Computer Lab and classroom schedule that includes 15 minutes of daily use of the Successmaker Computer Program. An attendance frame will be will be completed by classroom teachers to monitor targeted student participation.

Action Step 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

Facilitator:

Reading Liaison

Participants:

Teachers

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

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G1.B6.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G1.B7 The results of the 2012-2013 CELLA Listening and Speaking demonstrated that 57% of students met proficiency. Our goal is to increase proficiency by 4 percentage points to a 61%.

G1.B7.S1 Utilizing audio books and role playing, students will be able to develop the necessary skills to be proficient in English.

Action Step 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

Facilitator:

Reading Liaison

Participants:

Teachers

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

Classroom walk throughs

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G1.B7.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G1.B8 The results of the 2012-2013 CELLA Reading demonstrated that 35% of students met proficiency. Our goal is to increase proficiency by 7 percentage points to a 42%.

G1.B8.S1 Implement specific key vocabulary, interactive word wall and context clues strategies that support the teaching of important general principles about words and how they work.

Action Step 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

Facilitator:

Reading Liaison

Participants:

Teachers

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

Classroom walk throughs

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G1.B8.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G1.B9 The results of the 2012-2013 CELLA Writing demonstrated that 33% of students met proficiency. Our goal is to increase proficiency by 7 percentage points to a 40%.

G1.B9.S1 Implement dialogue journals in order to provide a communicative context for language and writing development.

Action Step 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

Facilitator:

Reading Liaison

Participants:

Teachers

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

Classroom walk throughs

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G1.B9.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G2. 79% of students scored at a Level 3.5 or above on the 2013 Writing FCAT 2.0, our goal is to increase the percentage of students meeting proficiency by 2%. 70% of students scored at a level 4 or above on the 2013 Writing FAA, our goal is to increase by 3%.

G2.B1 The results of the 2012-2013 Writing FCAT 2.0 demonstrated that 79% of students scored at a Level 3.5 or above, our goal for 2013-2014 is to increase students meeting proficiency by 2 percentage points to an 81%.

G2.B1.S1 Students will ceate clarity by deleting extraneous or repetitious information, organize and connect related ideas throuh the use of peer editing, shared reading and teacher conferences.

Action Step 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

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

Classroom walk throughs

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G2.B1.S1

Analyze data from Writing assessments to see if students are mastering skills

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Writing Assessments

G2.B2 The results of the 2012-2013 Writing FAA demonstrated that 70% of students scored a Level 4 or above, our goal for 2013-2014 is to increase students meeting proficiency by 3 percentage points to a 73%.

G2.B2.S1 Students must use visuals with sentences to facilitate matching them to an appropriate topic. Allow students to dictate written responses.

Action Step 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Classroom Assessments

Evidence of Completion

Student Work Samples and Projects

Facilitator:

Program Specialist

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Classroom walk throughs

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G2.B2.S1

Analyze data from Writing assessments to see if students are mastering skills

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Writing Assessments

G3. 62% of students scored a level 3 or above on the 2013 Math FCAT 2.0, our goal is to increase the percentage of students meeting proficiency by 5%. 75% of students scored at a level 4 or above on the 2013 Math FAA, our goal is to increase by 3%.

G3.B1 The results of the 2012-2013 Math FCAT 2.0 demonstrated that 64% of students in the Hispanic subgroup met proficiency. Our AMO goal is to increase proficiency by 5 percentage points to a 69%. 61% of students in the White subgroup met proficiency. Our AMO goal is to increase proficiency by 17 percentage points to 78%. Students reported difficulty with Problem Solving.

G3.B1.S1 Provide opportunities for students to engage in mathematical discourse and problem solving activities through the use of cooperative learning groups.

Action Step 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

Facilitator:

Math Liaison

Participants:

Teachers

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

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G3.B1.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work Samples

G3.B2 The results of the 2012-2013 Math FCAT 2.0 demonstrated that 58% of students in the SWD subgroup met proficiency. Our AMO goal is to increase proficiency by 6 percentage points to a 64%. Students reported difficulty with applying concepts and functions of Fractions.

G3.B2.S1 Engage students in activities where they will use manipulatives as a tool to assist in the application of fractions.

Action Step 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

Facilitator:

Math Liaison

Participants:

Teachers

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

Classroom walk throughs

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G3.B2.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work Samples

G3.B3 The results of the 2012-2013 Math FCAT 2.0 demonstrated that 27% of students scored a Level 3. Our goal is to increase proficiency by 3 percentage points to a 30%. Students in grade 3 reported difficulty with Number: Fractions. Students in grade 4 demonstrated difficulty with Number: Base Ten Fractions. Students in grade 5 reported difficulty in Expressions, Equations, and Statistics.

G3.B3.S1 Update computer lab schedule in order to optimize usage of computers to increase the implementation of SuccessMaker Math to an additional 15 minutes daily.

Action Step 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

Facilitator:

Math Liaison

Participants:

Teachers

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

Classroom walk throughs

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G3.B3.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G3.B4 The results of the 2012-2013 Math FCAT 2.0 demonstrated that 27% of students scored a Level 4 and above. Our goal is to increase proficiency by 1 percentage points to a 28%. All students demonstrated difficulty in Geometry and Measurement.

G3.B4.S1 In order to develop an understanding of Geometry and Measurement, teachers will provide exploration and development with 3-D shapes and measurement tools.

Action Step 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

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

Classroom walk throughs

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G3.B4.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G3.B5 The results of the 2012-2013 Math FAA demonstrated that 40% of students scored between Levels 4-6. Our goal is to increase proficiency by 2 percentage points to a 42%.

G3.B5.S1 Utilize routine delivery when exposing students to math concepts being taught.

Action Step 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Classroom Assessments

Evidence of Completion

Student Work Samples and Projects

Facilitator:

Program Specialist

Participants:

Teachers

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

Classroom walk throughs

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G3.B5.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G3.B6 The results of the 2012-2013 Math FAA demonstrated that 35% of students scored Levels 7 and above. Our goal is to increase proficiency by 1 percentage points to a 36%.

G3.B6.S1 Students must have continuous repetition/practice when learning math concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).

Action Step 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Classroom Assessments

Evidence of Completion

Student Work Samples and Projects

Facilitator:

Program Specialist

Participants:

Teachers

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

Classroom walk throughs

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G3.B6.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G3.B7 The results of the 2012-2013 Math FCAT 2.0 demonstrated that 61% of students made learning gains. Our goal is to increase proficiency by 4 percentage points to a 65%. Students in grade 3 reported difficulty with Number: Fractions. Students in grade 4 demonstrated difficulty with Number: Base Ten Fractions. Students in grade 5 reported difficulty in Expressions, Equations, and Statistics.

G3.B7.S1 Incorporate math journals with fidelity to promote application and critical thinking skills.

Action Step 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

Facilitator:

Math Liaison

Participants:

Teachers

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

Classroom walk throughs

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G3.B7.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G3.B8 The results of the 2012-2013 Math FCAT 2.0 demonstrated that 58% of students met proficiency in the lowest 25%. Our goal is to increase proficiency by 4 percentage points to a 62%. Students in grade 3 reported difficulty with Number: Fractions. Students in grade 4 demonstrated difficulty with Number: Base Ten Fractions. Students in grade 5 reported difficulty in Expressions, Equations, and Statistics.

G3.B8.S1 Identify the lowest performing students based on assessments and provide after school tutoring sessions two times per week.

Action Step 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

Facilitator:

Math Liaison

Participants:

Teachers

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

Classroom walk throughs

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G3.B8.S1

Analyze data from interim assessments and the 2014 FCAT or FAA

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G4. 44% of students scored a Level 3 and above on the 2013 Science FCAT 2.0, our goal is to increase the percent of students meeting proficiency by 6%. 74% of students scored at a level 4 or above on the 2013 Science FAA, our goal is to increase by 3%.

G4.B1 The results of the 2012-2013 Science FCAT 2.0 demonstrated that 18% of students scored a Level 3. Our goal is to increase proficiency by 4 percentage points to a 22%. Students reported difficulty with Nature of Science.

G4.B1.S1 Increase the number of independent activities in which students engage.

Action Step 1

Develop and implement inquiry based activities that allows for testing of hypothesis, data analysis, explanation of variables and experimental design

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples, Lab Reports

Facilitator:

Science Liaison

Participants:

Teachers

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

Classroom walk throughs

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G4.B1.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G4.B2 The results of the 2012-2013 Science FCAT 2.0 demonstrated that 26% of students scored a Level 4 and above. Our goal is to increase proficiency by 2 percentage points to a 28%. Students reported difficulty with Nature of Science.

G4.B2.S1 Provide a variety of hands-on inquiry based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts using the scientific process.

Action Step 1

Develop and implement inquiry based activities that allows for testing of hypothesis, data analysis, explanation of variables and experimental design

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples, Lab Reports

Facilitator:

Science Liaison

Participants:

Teachers

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

Classroom walk throughs

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G4.B2.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G4.B3 The results of the 2012-2013 Science FAA demonstrated that 16% of students scored at a Level between 4-6. Our goal is to increase proficiency by 2 percentage points to a 18%.

G4.B3.S1 Instruction must be hands on so students can manipulate and explore actions and outcomes.

Action Step 1

Develop and implement inquiry based activities that allows for testing of hypothesis, data analysis, explanation of variables and experimental design

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples, Lab Reports

Facilitator:

Program Specialist

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Classroom walk throughs

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G4.B3.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G4.B4 The results of the 2012-2013 Science FAA demonstrated that 35% of students scored at a Level 7 and above. Our goal is to increase proficiency by 1 percentage points to a 36%.

G4.B4.S1 Students need objects/pictures for exploration and identification of key scientific concepts.

Action Step 1

Develop and implement inquiry based activities that allows for testing of hypothesis, data analysis, explanation of variables and experimental design

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples, Lab Reports

Facilitator:

Program Specialist

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Classroom walk throughs

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G4.B4.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G5. Increase in number of students and experiences participating in Project Based Learning in STEM.

G5.B1 Limited time throughout the school day to provide STEM initiatives.

G5.B1.S1 Students will be provided with a variety of hands-on inquiry based learning opportunities for students to analyze, draw appropriate conclusions and apply key instructional concepts after school.

Action Step 1

Implementation of program and monitoring of student participation

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance Logs, Student Work Samples

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

Classroom walk throughs

Person or Persons Responsible

Science Liaison

Target Dates or Schedule

On-Going

Evidence of Completion

Attendance Logs, Student Work Samples

Plan to Monitor Effectiveness of G5.B1.S1

Monitor participation

Person or Persons Responsible

Science Liaison

Target Dates or Schedule

On-Going

Evidence of Completion

Attendance Logs, Student Work Samples

G5.B2 Lack of funding for teachers to plan and implement program.

G5.B2.S1 Inquiry and submission of application into the SECME Stars grant

Action Step 1

Implementation of program and monitoring of student participation

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance logs, student work samples

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

Classroom walk throughs

Person or Persons Responsible

Science Liaison

Target Dates or Schedule

On-Going

Evidence of Completion

Attendance Logs, Student Work Samples

Plan to Monitor Effectiveness of G5.B2.S1

Monitor participation

Person or Persons Responsible

Science Liaison

Target Dates or Schedule

On-Going

Evidence of Completion

Attendance Logs, Student Work Samples

G6. Using the Early Warning Indicators, Identify at-risk students in enough time to provide intervention and support.

G6.B1 In 2012-2013, 14% of students missed 10% or more of available instructional time, our goal for 2013-2014 is to decrease by 1 percentage point to 13%.

G6.B1.S1 Advise parents of District Attendance Policy that requires a physician's note after 5 absences each semester. An Attendance Review Committee meeting will be held after the fifth enexcused absence each semestar to provide strategies for parents ans students.

Action Step 1

Implementation of Attendance Plan and monitoring of student attendance

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Daily Attendance Bulletin

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

Review Attendance Bulletin

Person or Persons Responsible

Administration and Guidance Counselor

Target Dates or Schedule

Daily

Evidence of Completion

Daily Attendance Bulletin

Plan to Monitor Effectiveness of G6.B1.S1

Record in Electronic Gradebook

Person or Persons Responsible

Homeroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Daily Attendance Bulletin

G6.B2 In 2012-2013, 7% of students were retained, our goal for 2013-2014 is to decrease by 1 percentage point to 6%.

G6.B2.S1 Monitor student progress through formative assessment data and ensure proper tier support system for grade level objectives.

Action Step 1

At-risk students students will be identified and provided with 30 minutes of additional reading intervention

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

FAIR, Interim Assessments, Student Work Samples

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

Implementation of curriculum supports and monitoring of student progress

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

FAIR, Interim Assessments, Student Work Samples

Plan to Monitor Effectiveness of G6.B2.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G6.B3 In 2012-2013, 53% of students were not proficient in reading by 3rd grade, our goal for 2013-2014 is to decrease by 5 percentage points to 48%

G6.B3.S1 The school will offer parents with bilingual workshops providing information and strategies to assist students in the home.

Action Step 1

At-risk students students will be identified and provided with 30 minutes of additional reading intervention

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

FAIR, Interim Assessments, Student Work Samples

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

Implementation of curriculum supports and monitoring of student progress

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

FAIR, Interim Assessments, Student Work Samples

Plan to Monitor Effectiveness of G6.B3.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

LLT,MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G6.B4 In 2012-2013, 16% of students received 2 or more behavior referrals, our goal for 2013-2014 is to decrease by 1 percentage point to 15%. Additionally, 1% of students received or more behavior referrals that led to suspension, our goal for the 2013-2014 is to maintain.

G6.B4.S1 Implementation of "Student of the Month" curriculum and incentive plan.

Action Step 1

Implementation of "Student of the Month" curriculum and monitoring of student referral/suspension reports

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Suspension Report

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

Review of referral outcomes and suspension reports

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Suspension Report

Plan to Monitor Effectiveness of G6.B4.S1

Review of referral outcomes and suspension reports

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Suspension Report

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

Services are provided to ensure that Gulfstream Elementary School students requiring additional remediation

are assisted through extended learning opportunities (Gulfstream Elementary School Before-School and/or After-School Programs or Saturday Academy). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to Gulfstream Elementary School students and families. Gulfstream Elementary school based Title I funded Community Involvement Specialist

(CIS) serves as a bridge between the home and school through home visits, telephone calls, school site and

community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Curriculum Liaison develop, lead, and evaluate school core content standards/ programs, identify and analyze existing literature on scientifically based curriculum/behavior assessment and

intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening

programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program

over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into

the school-wide program include an extensive parental and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

The District uses Title II 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 funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial programs
- Parent outreach activities
- Reading and supplementary instructional materials

The district provides referrals for services and resources (clothing, school supplies, social services) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and

appropriate education. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education

Finance Program (FEFP) allocation.

The school offers a Safe and Drug-Free Schools Program that addresses violence and drug prevention and intervention services for students through curriculum implemented by Department Chairs and the counselor. The school offers the program to students that include counseling, incentives and field trips. In addition, the school also participates in the Core Essentials program which is a Values Education Curriculum for Grades K-

5. This program helps schools create a culture to treat others right, make smart decisions, and maximize student's potential.

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.

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. 64% of students scored at a level 3 or above on the 2013 Reading FCAT 2.0, our goal is to maintain the percentage of students meeting proficiency. 80% of students scored at level 4 or above on the 2013 Reading FAA, our goal is to increase by 1%.

G1.B1 The results of the 2012-2013 Reading FCAT 2.0 demonstrated that 30% of students scored a Level 3. Our goal is to increase proficiency by 3 percentage points to a 33%. Students reported difficulty with Reporting Category 1: Vocabulary.

G1.B1.S1 Implement specific key vocabulary, interactive word wall and context clues strategies that support the teaching of important general principles about words and how they work.

PD Opportunity 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Facilitator

Reading Liaison

Participants

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

G1.B2 The results of the 2012-2013 Reading FCAT 2.0 demonstrated that 25% of students scored a Level 4 and above. Our goal is to increase proficiency by 1 percentage points to a 26%. Students reported difficulty with Reporting Category 4: Informational Text and Research Process.

G1.B2.S1 Utilize grade level appropriate text that use "real-world" documents, such as "how-to" articles, brochures, flyers and websites to locate, interpret and organize information through the use of text-features.

PD Opportunity 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Facilitator

Reading Liaison

Participants

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

G1.B3 The results of the 2012-2013 Reading FAA demonstrated that 26% of students scored a Level 4-6. Our goal is to increase proficiency by 1 percentage points to a 27%.

G1.B3.S1 The usage of read-alouds, auditory tapes and text readers that provide print with visuals and/or symbols.

PD Opportunity 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Facilitator

Program Specialist

Participants

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

G1.B4 The results of the 2012-2013 Reading FAA demonstrated that 54% of students scored a Level 7 and above. Our goal is to imaintain the percent of students meeting proficiency.

G1.B4.S1 Students must have continuous review/practice when learning Reading concepts. The students must be provided with visual choices as presented on the Florida Alternate Assessment.

PD Opportunity 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Facilitator

Program Specialist

Participants

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

G1.B5 The results of the 2012-2013 Reading FCAT 2.0 demonstrated that 67% showed gains. Our goal is to increase the number of students making learning gains by 3 percentage points to a 70%. Students reported difficulty with Reporting Category 4: Informational Text and Research Process.

G1.B5.S1 Utilize grade level appropriate text that uses real-world documents, such as "how-to" articles, brochures, flyers and websites to locate, interpret and organize information through the use of text features.

PD Opportunity 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Facilitator

Reading Liaison

Participants

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

G1.B6 The results of the 2012-2013 Reading FCAT 2.0 demonstrated that 66% of students in the lowest 25% showed learning gains. Our goal is to increase proficiency by 3 percentage points to a 69%. Students reported difficulty with Reporting Category 1: Vocabulary.

G1.B6.S1 Develop a Computer Lab and classroom schedule that includes 15 minutes of daily use of the Successmaker Computer Program. An attendance frame will be completed by classroom teachers to monitor targeted student participation.

PD Opportunity 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Facilitator

Reading Liaison

Participants

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

G1.B7 The results of the 2012-2013 CELLA Listening and Speaking demonstrated that 57% of students met proficiency. Our goal is to increase proficiency by 4 percentage points to a 61%.

G1.B7.S1 Utilizing audio books and role playing, students will be able to develop the necessary skills to be proficient in English.

PD Opportunity 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Facilitator

Reading Liaison

Participants

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

G1.B8 The results of the 2012-2013 CELLA Reading demonstrated that 35% of students met proficiency. Our goal is to increase proficiency by 7 percentage points to a 42%.

G1.B8.S1 Implement specific key vocabulary, interactive word wall and context clues strategies that support the teaching of important general principles about words and how they work.

PD Opportunity 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Facilitator

Reading Liaison

Participants

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

G1.B9 The results of the 2012-2013 CELLA Writing demonstrated that 33% of students met proficiency. Our goal is to increase proficiency by 7 percentage points to a 40%.

G1.B9.S1 Implement dialogue journals in order to provide a communicative context for language and writing development.

PD Opportunity 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Facilitator

Reading Liaison

Participants

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

G2. 79% of students scored at a Level 3.5 or above on the 2013 Writing FCAT 2.0, our goal is to increase the percentage of students meeting proficiency by 2%. 70% of students scored at a level 4 or above on the 2013 Writing FAA, our goal is to increase by 3%.

G2.B2 The results of the 2012-2013 Writing FAA demonstrated that 70% of students scored a Level 4 or above, our goal for 2013-2014 is to increase students meeting proficiency by 3 percentage points to a 73%.

G2.B2.S1 Students must use visuals with sentences to facilitate matching them to an appropriate topic. Allow students to dictate written responses.

PD Opportunity 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Facilitator

Program Specialist

Participants

Teachers

Target Dates or Schedule

After Classroom Assessments

Evidence of Completion

Student Work Samples and Projects

G3. 62% of students scored a level 3 or above on the 2013 Math FCAT 2.0, our goal is to increase the percentage of students meeting proficiency by 5%. 75% of students scored at a level 4 or above on the 2013 Math FAA, our goal is to increase by 3%.

G3.B1 The results of the 2012-2013 Math FCAT 2.0 demonstrated that 64% of students in the Hispanic subgroup met proficiency. Our AMO goal is to increase proficiency by 5 percentage points to a 69%. 61% of students in the White subgroup met proficiency. Our AMO goal is to increase proficiency by 17 percentage points to 78%. Students reported difficulty with Problem Solving.

G3.B1.S1 Provide opportunities for students to engage in mathematical discourse and problem solving activities through the use of cooperative learning groups.

PD Opportunity 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Facilitator

Math Liaison

Participants

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

G3.B2 The results of the 2012-2013 Math FCAT 2.0 demonstrated that 58% of students in the SWD subgroup met proficiency. Our AMO goal is to increase proficiency by 6 percentage points to a 64%. Students reported difficulty with applying concepts and functions of Fractions.

G3.B2.S1 Engage students in activities where they will use manipulatives as a tool to assist in the application of fractions.

PD Opportunity 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Facilitator

Math Liaison

Participants

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

G3.B3 The results of the 2012-2013 Math FCAT 2.0 demonstrated that 27% of students scored a Level 3. Our goal is to increase proficiency by 3 percentage points to a 30%. Students in grade 3 reported difficulty with Number: Fractions. Students in grade 4 demonstrated difficulty with Number: Base Ten Fractions. Students in grade 5 reported difficulty in Expressions, Equations, and Statistics.

G3.B3.S1 Update computer lab schedule in order to optimize usage of computers to increase the implementation of SuccessMaker Math to an additional 15 minutes daily.

PD Opportunity 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Facilitator

Math Liaison

Participants

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

G3.B5 The results of the 2012-2013 Math FAA demonstrated that 40% of students scored between Levels 4-6. Our goal is to increase proficiency by 2 percentage points to a 42%.

G3.B5.S1 Utilize routine delivery when exposing students to math concepts being taught.

PD Opportunity 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Facilitator

Program Specialist

Participants

Teachers

Target Dates or Schedule

After Classroom Assessments

Evidence of Completion

Student Work Samples and Projects

G3.B6 The results of the 2012-2013 Math FAA demonstrated that 35% of students scored Levels 7 and above. Our goal is to increase proficiency by 1 percentage points to a 36%.

G3.B6.S1 Students must have continuous repetition/practice when learning math concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).

PD Opportunity 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Facilitator

Program Specialist

Participants

Teachers

Target Dates or Schedule

After Classroom Assessments

Evidence of Completion

Student Work Samples and Projects

G3.B7 The results of the 2012-2013 Math FCAT 2.0 demonstrated that 61% of students made learning gains. Our goal is to increase proficiency by 4 percentage points to a 65%. Students in grade 3 reported difficulty with Number: Fractions. Students in grade 4 demonstrated difficulty with Number: Base Ten Fractions. Students in grade 5 reported difficulty in Expressions, Equations, and Statistics.

G3.B7.S1 Incorporate math journals with fidelity to promote application and critical thinking skills.

PD Opportunity 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Facilitator

Math Liaison

Participants

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

G3.B8 The results of the 2012-2013 Math FCAT 2.0 demonstrated that 58% of students met proficiency in the lowest 25%. Our goal is to increase proficiency by 4 percentage points to a 62%. Students in grade 3 reported difficulty with Number: Fractions. Students in grade 4 demonstrated difficulty with Number: Base Ten Fractions. Students in grade 5 reported difficulty in Expressions, Equations, and Statistics.

G3.B8.S1 Identify the lowest performing students based on assessments and provide after school tutoring sessions two times per week.

PD Opportunity 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Facilitator

Math Liaison

Participants

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

G4. 44% of students scored a Level 3 and above on the 2013 Science FCAT 2.0, our goal is to increase the percent of students meeting proficiency by 6%. 74% of students scored at a level 4 or above on the 2013 Science FAA, our goal is to increase by 3%.

G4.B1 The results of the 2012-2013 Science FCAT 2.0 demonstrated that 18% of students scored a Level 3. Our goal is to increase proficiency by 4 percentage points to a 22%. Students reported difficulty with Nature of Science.

G4.B1.S1 Increase the number of independent activities in which students engage.

PD Opportunity 1

Develop and implement inquiry based activities that allows for testing of hypothesis, data analysis, explanation of variables and experimental design

Facilitator

Science Liaison

Participants

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples, Lab Reports

G4.B2 The results of the 2012-2013 Science FCAT 2.0 demonstrated that 26% of students scored a Level 4 and above. Our goal is to increase proficiency by 2 percentage points to a 28%. Students reported difficulty with Nature of Science.

G4.B2.S1 Provide a variety of hands-on inquiry based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts using the scientific process.

PD Opportunity 1

Develop and implement inquiry based activities that allows for testing of hypothesis, data analysis, explanation of variables and experimental design

Facilitator

Science Liaison

Participants

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples, Lab Reports

G4.B3 The results of the 2012-2013 Science FAA demonstrated that 16% of students scored at a Level between 4-6. Our goal is to increase proficiency by 2 percentage points to a 18%.

G4.B3.S1 Instruction must be hands on so students can manipulate and explore actions and outcomes.

PD Opportunity 1

Develop and implement inquiry based activities that allows for testing of hypothesis, data analysis, explanation of variables and experimental design

Facilitator

Program Specialist

Participants

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples, Lab Reports

G4.B4 The results of the 2012-2013 Science FAA demonstrated that 35% of students scored at a Level 7 and above. Our goal is to increase proficiency by 1 percentage points to a 36%.

G4.B4.S1 Students need objects/pictures for exploration and identification of key scientific concepts.

PD Opportunity 1

Develop and implement inquiry based activities that allows for testing of hypothesis, data analysis, explanation of variables and experimental design

Facilitator

Program Specialist

Participants

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples, Lab Reports

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	64% of students scored at a level 3 or above on the 2013 Reading FCAT 2.0, our goal is to maintain the percentage of students meeting proficiency. 80% of students scored at level 4 or above on the 2013 Reading FAA, our goal is to increase by 1%.	\$15,500
G2.	79% of students scored at a Level 3.5 or above on the 2013 Writing FCAT 2.0, our goal is to increase the percentage of students meeting proficiency by 2%. 70% of students scored at a level 4 or above on the 2013 Writing FAA, our goal is to increase by 3%.	\$4,000
G3.	62% of students scored a level 3 or above on the 2013 Math FCAT 2.0, our goal is to increase the percentage of students meeting proficiency by 5%. 75% of students scored at a level 4 or above on the 2013 Math FAA, our goal is to increase by 3%.	\$12,000
G6.	Using the Early Warning Indicators, Identify at-risk students in enough time to provide intervention and support.	\$500
Total		\$32,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Personnel	Evidence-Based Program	Total
EESAC	\$3,500	\$0	\$300	\$3,800
Title I and Title III	\$0	\$28,000	\$0	\$28,000
Title I	\$0	\$0	\$200	\$200
Total	\$3,500	\$28,000	\$500	\$32,000

Budget Details

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

G1. 64% of students scored at a level 3 or above on the 2013 Reading FCAT 2.0, our goal is to maintain the percentage of students meeting proficiency. 80% of students scored at level 4 or above on the 2013 Reading FAA, our goal is to increase by 1%.

G1.B1 The results of the 2012-2013 Reading FCAT 2.0 demonstrated that 30% of students scored a Level 3. Our goal is to increase proficiency by 3 percentage points to a 33%. Students reported difficulty with Reporting Category 1: Vocabulary.

G1.B1.S1 Implement specific key vocabulary, interactive word wall and context clues strategies that support the teaching of important general principles about words and how they work.

Action Step 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Resource Type

Evidence-Based Materials

Resource

Media materials for Media Center

Funding Source

EESAC

Amount Needed

\$3,000

G1.B5 The results of the 2012-2013 Reading FCAT 2.0 demonstrated that 67% showed gains. Our goal is to increase the number of students making learning gains by 3 percentage points to a 70%. Students reported difficulty with Reporting Category 4: Informational Text and Research Process.

G1.B5.S1 Utilize grade level appropriate text that uses real-world documents, such as "how-to" articles, brochures, flyers and websites to locate, interpret and organize information through the use of text features.

Action Step 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Resource Type

Evidence-Based Materials

Resource

Paper to be used for supplemental materials

Funding Source

EESAC

Amount Needed

\$500

G1.B6 The results of the 2012-2013 Reading FCAT 2.0 demonstrated that 66% of students in the lowest 25% showed learning gains. Our goal is to increase proficiency by 3 percentage points to a 69%. Students reported difficulty with Reporting Category 1: Vocabulary.

G1.B6.S1 Develop a Computer Lab and classroom schedule that includes 15 minutes of daily use of the Successmaker Computer Program. An attendance frame will be will be completed by classroom teachers to monitor targeted student participation.

Action Step 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Resource Type

Personnel

Resource

Hourly Teacher

Funding Source

Title I and Title III

Amount Needed

\$12,000

G2. 79% of students scored at a Level 3.5 or above on the 2013 Writing FCAT 2.0, our goal is to increase the percentage of students meeting proficiency by 2%. 70% of students scored at a level 4 or above on the 2013 Writing FAA, our goal is to increase by 3%.

G2.B1 The results of the 2012-2013 Writing FCAT 2.0 demonstrated that 79% of students scored at a Level 3.5 or above, our goal for 2013-2014 is to increase students meeting proficiency by 2 percentage points to an 81%.

G2.B1.S1 Students will create clarity by deleting extraneous or repetitious information, organize and connect related ideas through the use of peer editing, shared reading and teacher conferences.

Action Step 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Resource Type

Personnel

Resource

Hourly Teachers

Funding Source

Title I and Title III

Amount Needed

\$4,000

G3. 62% of students scored a level 3 or above on the 2013 Math FCAT 2.0, our goal is to increase the percentage of students meeting proficiency by 5%. 75% of students scored at a level 4 or above on the 2013 Math FAA, our goal is to increase by 3%.

G3.B8 The results of the 2012-2013 Math FCAT 2.0 demonstrated that 58% of students met proficiency in the lowest 25%. Our goal is to increase proficiency by 4 percentage points to a 62%. Students in grade 3 reported difficulty with Number: Fractions. Students in grade 4 demonstrated difficulty with Number: Base Ten Fractions. Students in grade 5 reported difficulty in Expressions, Equations, and Statistics.

G3.B8.S1 Identify the lowest performing students based on assessments and provide after school tutoring sessions two times per week.

Action Step 1

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Resource Type

Personnel

Resource

Hourly Teacher

Funding Source

Title I and Title III

Amount Needed

\$12,000

G6. Using the Early Warning Indicators, Identify at-risk students in enough time to provide intervention and support.

G6.B1 In 2012-2013, 14% of students missed 10% or more of available instructional time, our goal for 2013-2014 is to decrease by 1 percentage point to 13%.

G6.B1.S1 Advise parents of District Attendance Policy that requires a physician's note after 5 absences each semester. An Attendance Review Committee meeting will be held after the fifth enexcused absence each semestar to provide strategies for parents ans students.

Action Step 1

Implementation of Attendance Plan and monitoring of student attendance

Resource Type

Evidence-Based Program

Resource

Treasure Chest Incentives, Certificates

Funding Source

EESAC

Amount Needed

\$300

G6.B4 In 2012-2013, 16% of students received 2 or more behavior referrals, our goal for 2013-2014 is to decrease by 1 percentage point to 15%. Additionally, 1% of students received or more behavior referrals that led to suspension, our goal for the 2013-2014 is to maintain.

G6.B4.S1 Implementation of "Student of the Month" curriculum and incentive plan.

Action Step 1

Implementation of "Student of the Month" curriculum and monitoring of student referral/suspension reports

Resource Type

Evidence-Based Program

Resource

Core Student of the Month Curriculum

Funding Source

Title I

Amount Needed

\$200