



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### South Miami Heights Elementary

12231 SW 190TH TER

Miami, FL 33177

305-238-6610

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 94%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 98%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A
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## SIP Authority and Template

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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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**Table of Contents**

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>19</b>
<b>Goals Summary</b>	<b>22</b>
<b>Goals Detail</b>	<b>22</b>
<b>Action Plan for Improvement</b>	<b>29</b>
<b>Part III: Coordination and Integration</b>	<b>66</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>69</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>74</b>

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## **Purpose and Outline of the SIP**

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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**

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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**

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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**

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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**

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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**

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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

South Miami Heights Elementary

##### Principal

Suzette M. Hernandez

##### School Advisory Council chair

Elaine V. Whittemore

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

Name	Title
Floredenis G. Brown	Assistant Principal

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

SAC membership is comprised of the following members: Principal -1, UTD steward – 1, teachers – 5, parents – 7, educational support - 1, student – 1, BCR – 1; (Alternates: 1 - Principal Alternate, 1 - Teacher Alternate, 1 – parent alternate , 1 – educational support alternate, and 1 – student alternate). The majority (53%) of the members of the SAC are non-school board employees.

#### Involvement of the SAC in the development of the SIP

The SAC conducted a review of all end-of-year data results including, but not limited to, FCAT 2.0, FAIR, SAT-10 and CELLA. Based on this review and on recommendations from the instructional staff and other stakeholders the SAC developed the 2013-2014 SIP by breaking into groups which were responsible for completing different sections of the plan. The completed sections were reviewed and adjusted as needed by the full SAC prior to inclusion in the final plan.

#### Activities of the SAC for the upcoming school year

EESAC activities will include:

1. Developing and monitoring the implementation of the School Improvement Plan through ongoing data analysis.
2. Working with the faculty and staff to ensure improved student achievement

3. Working with the PTA to increase parent participation and awareness.  
Analysis and review of data; followed by sharing of this data with all stakeholders.

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

SAC funds will be utilized to assist with implementation of strategies in the School Improvement Plan; such as student recognition; attendance incentives and awards and "Spot Success" award programs/ awards. The full amount of funds allocated to the SAC will be utilized to implement these programs.

**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:**

**Suzette M. Hernandez**

Principal

Years as Administrator: 13

Years at Current School: 5

**Credentials**

B.S. Elementary Education  
 M.S. ESOL  
 M.S. Educational Leadership  
 M.S. Elementary Education  
 Ed. Leadership  
 Elem. Ed  
 ESOL  
 ESOL Endorsement

**Performance Record**

2013 – School Grade  
 Rdg. Proficiency, 49%  
 Math Proficiency, 53%  
 Rdg. Lrg. Gains, 74 points  
 Math Lrg. Gains, 81 points  
 Rdg. Imp. of Lowest 25% - 79 points  
 Math Imp. of Lowest 25% - 77 points  
 Rdg. AMO – No  
 Math AMO – No  
 2012 – School Grade  
 Rdg. Proficiency, 51%  
 Math Proficiency, 56%  
 Rdg. Lrg. Gains, 75 points  
 Math Lrg. Gains, 79 points  
 Rdg. Imp. of Lowest 25% - 76 points  
 Math Imp. of Lowest 25% - 90 points  
 Rdg. AMO – No  
 Math AMO – Yes  
 '11 '10 '09  
 School Grade: A A D  
 High Standards Rdg. : 76 70 49  
 High Standards Math: 77 75 55  
 Lrng Gains-Rdg.: 62 65 59  
 Lrng Gains-Math 58 72 55  
 Gains-Rdg-25%: 60 61 46  
 Gains-Math-25%: 68 75 45



**Floredenis G. Brown**

Asst Principal

Years as Administrator: 4

Years at Current School: 3

**Credentials**

B.S. English Lit & Elementary Education  
 M.S. EH/LD & Reading  
 Ed.S. Educational Leadership  
 Ed. Leadership  
 Elem. Ed.  
 Spec. Learn. Disab.  
 ESOL Endorsement  
 Emtl Handcp

**Performance Record**

2013 – School Grade  
 Rdg. Proficiency, 49%  
 Math Proficiency, 53%  
 Rdg. Lrg. Gains, 74 points  
 Math Lrg. Gains, 81 points  
 Rdg. Imp. of Lowest 25% - 79 points  
 Math Imp. of Lowest 25% - 77 points  
 Rdg. AMO – No  
 Math AMO – No  
 2012 – School Grade  
 Rdg. Proficiency, 51%  
 Math Proficiency, 56%  
 Rdg. Lrg. Gains, 75 points  
 Math Lrg. Gains, 79 points  
 Rdg. Imp. of Lowest 25% - 76 points  
 Math Imp. of Lowest 25% - 90 points  
 Rdg. AMO – No  
 Math AMO – Yes  
 2011 and prior use original format.  
 ‘11 ‘10 ‘09  
 School Grade: C C B  
 High Standards Rdg. : 56 60 N/A  
 High Standards Math: 61 56 N/A  
 Lrng Gains-Rdg.: 61 61 N/A  
 Lrng Gains-Math 58 72 55  
 Gains-Rdg-25%: 56 59 N/A  
 Gains-Math-25%: 65 69 N/A

**Instructional Coaches**

**# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

Part-time / District-based Areas	Years as Coach:	Years at Current School:
	[none selected]	
<b>Credentials</b>		
<b>Performance Record</b>		

### Classroom Teachers

#### # of classroom teachers

46

#### # receiving effective rating or higher

46, 100%

#### # Highly Qualified Teachers

70%

#### # certified in-field

46, 100%

#### # ESOL endorsed

38, 83%

#### # reading endorsed

2, 4%

#### # with advanced degrees

12, 26%

#### # National Board Certified

2, 4%

#### # first-year teachers

1, 2%

#### # with 1-5 years of experience

4, 9%

#### # with 6-14 years of experience

16, 35%

#### # with 15 or more years of experience

25, 54%

### Education Paraprofessionals

#### # of paraprofessionals

4

#### # Highly Qualified

4, 100%

### Other Instructional Personnel

#### # of instructional personnel not captured in the sections above

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

Professional Development will be provided for all instructional personnel in order to ensure teachers have opportunities to reflect upon and improve their instructional skills. Topics will include but not be limited to: Increasing Rigor; Universal Design for Learning; Common Core Reading and Math; Reading for Meaning and Developing Content Area Reading and Writing skills.

NBCT mentor(ing) will be utilized to support all instructional personnel in the areas of planning; collaboration; and instruction.

**Teacher Mentoring Program/Plan**

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

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

All new teachers will participate in a beginning teacher IPEG's orientation as required by the district. Veteran teachers will provide new teachers assistance with planning, setting goals, and effective classroom management strategies in a mentor program. This will be further supported by pairing new teachers with a mentor and establishing a professional growth team.

Ms. Decespedes, mentoring Mr. Simmons, is a veteran teacher certified in Reading K-12; Exceptional Student Education K-12 and Elementary Ed 1-6; who is familiar with the school and current trends in education and is able to monitor and demonstrate key instructional strategies. Ms. Decespedes will meet with Mr. Simmons a minimum of once a week to discuss any difficulties that may arise as well as provide assistance and/or modeling as needed. Communication with administration will be ongoing in order to determine any further needs. Additional members of Mr. Simmons professional growth team include Ms. Whittemore and Mr. Ramos. Ms. Whittemore is the Math Leader and Mr. Ramos is a veteran teacher who will be co-teaching with Mr. Simmons.

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

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**

MTSS/Rtl is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

MTSS/Rtl is a general education initiative in which the levels of support (resources) are allocated in direct

proportion to student needs. MTSS/Rtl uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions that are provided in

addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.

- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

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

MTSS/Rtl leadership is vital, therefore, in building our team we have considered the following:

- Principal and Assistant Principal who will ensure commitment and allocate resources;
- Teacher(s), Reading Leader and Mathematics Leader who share the common goal of improving instruction for all students; and
- Team members, i.e. school guidance counselor, psychologist, social worker, and the ESE/SWD chairperson who will work to build staff support, internal capacity, and sustainability over time.

The school's MTSS/Rtl Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- School reading and math leaders
- School ESE/SWD department chairperson
- School guidance counselor
- School psychologist
- School social worker
- School behavior specialist
- School primary and intermediate grade specialists

School Site Administrators will:

Facilitate the establishment of the MTSS/Rtl team; Actively lead the data analysis process; Create a culture of data-based decision making and continuous improvement; Provide and ensure program fidelity; Plan school-wide professional development based on data analysis of staff; Direct Instructional Leaders and teachers to collaborate with parents in building understanding, trust, and support.

Instructional Leader/Liaison: Reading

Coordinate the screening/progress monitoring of the students in the school; Provides ongoing support to team members with targeted technical assistance, coaching, and mentoring through modeling and demonstrating lessons, and formalized workshops. Conducts and collects Progress Monitoring and Ongoing Progress Monitoring data; Makes recommendations to MTSS/Rtl team regarding changing student needs based on Ongoing Progress Monitoring data;

Instructional Leader/Liaison: Mathematics

Collaboratively analyzes data; Provides ongoing support to team members with targeted technical assistance, coaching, and mentoring through modeling and demonstrating lessons, and formalized workshops. Conducts and collects Progress Monitoring and Ongoing Progress Monitoring data; Makes recommendations to Rtl team regarding changing student needs based on Ongoing Progress Monitoring data.

School Psychologist:

Actively participates in the analysis of diagnostic data at the school, grade, classroom, and student level; Coordinates the collection of Ongoing Progress Monitoring (OPM) data of at risk students; Monitors the effectiveness of interventions using PM and OPM data; Coordinates the administration and analysis of diagnostic assessments.

General Education Teachers/SWD Chairperson:

Conducts and collects data from students; Examines on-going progress monitoring; Analyzes data and uses the data for classroom planning; Consults with the MTSS/Rtl team members to discuss data and

guide classroom instruction and interventions; Provides appropriate interventions Guidance Counselor, Social Worker, and Behavior Specialist; Makes recommendations to Rtl team regarding changing student needs; work with identified at-risk students to deliver interventions using behavior modification strategies and counseling strategies; collaborate with parents to build understanding, trust, and support; and to provide targeted assistance from outside agencies.

Interventionist:

Conducts and collects Progress Monitoring and Ongoing Progress Monitoring data; Makes recommendations to Rtl team regarding changing student needs based on Ongoing Progress Monitoring data; Works with identified at-risk students to deliver small group interventions using Voyager Passport Florida; Reading Wonder Works; Participates in skills building professional development; Conducts progress monitoring and on-going progress monitoring.

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

The following steps will be considered by the school's MTSS/Rtl Leadership Team to address how we can utilize the MTSS/Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The members of the MTSS/Rtl Leadership Team will utilize the School Improvement Plan as a working document to guide the instructional plan for the 2013-2014 schoolyear. Review of the effectiveness of developed strategies will be a primary focus of the MTSS/Rtl Leadership Team meetings. Adjustments and revisions will be made to school developed programs, interventions, and initiatives to ensure the effective application of school developed and district developed programs for improving student achievement. Additionally, the

MTSS/Rtl Leadership Team will:

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

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

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

- adjust the delivery of curriculum and instruction to meet the specific needs of students

1. Students at the start of the instructional year will be placed in one of the three MTSS/Rtl Tiers based on

evaluation of student performance data, academic grades, and teacher observation.

2. Students identified as being in Tier 2 or Tier 3 will be provided specialized intervention by the instructional teacher or school site interventionist on specific benchmark areas of concern. Using research based intervention resources (Voyager Passport, SuccessMaker, Houghton Mifflin Core Reading Program, Houghton Mifflin Challenge Workbook/Activities, FCRR Activities)

3. Instructional Teachers and Interventionists will maintain a log of student participation in MTSS/Rtl programs and maintain a portfolio of student work, and assessments on specified benchmarks.

4. MTSS/Rtl Team will meet monthly with teachers to discuss the effectiveness of implemented interventions, determine the MTSS/Rtl status of students, revise intervention plans as needed, and make decisions on whether or not to proceed with the SST process for identified students who are not responding to school site provided interventions.

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

2. Managed data will include:

Academic

- FAIR assessments
- District Interim and Baseline assessments
- State/Local Math and Science assessments
- FCAT 2.0
- CELLA
- Student grades
- School site specific assessments (Core curriculum assessments; Item/Benchmark specific assessments)

• PMRN

• Edusoft

Behavior

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

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

The school professional development and support will include:

1. training for all teachers in the MTSS/Rtl problem solving, data analysis process and the MTSS/Rtl process;
2. providing support for school staff and parents to understand basic MTSS/Rtl principles and procedures; and
3. providing a network of ongoing support for MTSS/Rtl organized through grade levels
4. providing training for parents on the MTSS/Rtl problem solving process

Additionally, the following will be implemented by the school's MTSS/Rtl Leadership Team to support MTSS/Rtl:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS/Rtl framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

**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:** 17,000

All third, fourth and fifth grade students will be able to participate in extended SuccessMaker reading and mathematics sessions offered before and after school for a maximum of two hours daily four times per week. Each 15 minute session that is completed will enable the student to progress at his/her own rate towards achieving and/or surpassing on-grade level performance in reading and/or mathematics.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Monthly SuccessMaker progress reports will be reviewed and analyzed for progress in demonstrating on grade level performance in mathematics and reading. Information regarding benchmarks that are identified as needing review will be submitted to each student's teacher in order to ensure further instruction in the identified area(s) of need. Students demonstrating above grade performance will be provided with enrichment activities in the classroom in order to further their development of above grade level skills while maintaining proficiency in the skills needed to demonstrate on grade level proficiency.

**Who is responsible for monitoring implementation of this strategy?**

Assistant Principal

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Suzet M. Hernandez	Principal
Floredenis G. Brown	Assistant Principal
Laura Decespedes	Reading Leader/Third Grade Teacher
Elaine Whittemore	Math Leader/EESAC Chairperson
Arlis Cabrera	Kindergarten Teacher
Jessica Sola	First Grade Teacher
Tania Montero	Second Grade/ELL Teacher
Amalina Suarez-Hernandez	Fifth Grade Teacher
Stafford Whittemore	Special Area Chairperson
Audrey Lambert	SWD Teacher
Silvia Cervera	Fourth Grade Teacher

**How the school-based LLT functions**

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. The principal sets the tone as the school's instructional leader, reinforcing the positive and conveying the ideology and belief to all stakeholders that all children can learn and improve academically.

The principal will select team members based on a cross-section of the faculty and administrative team that represents highly qualified professionals who are committed to improving literacy instruction across the curriculum. The principal will provide necessary resources to the Literacy Leadership Team.

The reading leader will serve as a member of the Literacy Leadership Team. The leader will share his/her expertise in reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions. The reading leader will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP and to build capacity of reading knowledge throughout the school. The reading leader will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by conferencing with teachers and administrators; and providing professional development such as lesson studies focused on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout. The principal will conference with the reading leader on a bi-weekly basis in order to discuss trends and determine if accommodations need to be made to the reading leader's schedule in order to best impact student achievement.

The principal and assistant principal will monitor lesson plans during regular classroom visitations. They will evaluate what they see instructionally and expect it to match what is on the plans. Teachers needing assistance will be supported by the reading leader and the school administrators. The principal, assistant principal and reading leader will conference with all teachers individually to analyze their students' data and determine strengths and weaknesses.

The data study team will meet approximately five times per year: at the beginning of the year, following each of the three FAIR assessments, and at the end of the year. Based on the district RtI model, school site

staff will meet as needed to identify and target intervention for students. Additionally, each school site's RtI

team will schedule data chat meetings to include teachers, reading leader, math leader, school psychologist, and administrators.

The principal and assistant principal will monitor implementation of the K-12 CRRP through a variety of methods including weekly classroom walkthroughs, monthly grade/departmental meetings, and literacy leadership team meetings. In addition, student performance data in reading will be reviewed regularly during Data Team meetings. The Principal Reading Walkthrough Guidelines from the Just Read, Florida! office provide principals with a tool to effectively structure classroom visits in order to observe effective reading instruction. This tool provides a snapshot of classroom organization, instruction, and learning opportunities in the reading classroom. Indicators focus on the learning environment and include instructional strategies essential for reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

### **Major initiatives of the LLT**

Major initiatives for the school's Literacy Leadership Team for the 2012-2013 schoolyear will include:

- Vocabulary acquisition; increasing Reading Comprehension in all content areas; developing literary analysis skills; and fluency in reading in order to respond accurately to word problems in all content areas

The principal will promote the Literacy Leadership Team as an integral part of the school literacy reform to

promote a culture of reading by:



- including representation from all curricular areas on the LLT
- selecting team members who are skilled and committed to improving literacy
- offering professional growth opportunities for team members
- creating a collaborative environment that fosters sharing and learning
- developing a schoolwide organizational model that supports literacy instruction in all classes
- continuing utilization of data to improve teaching and student achievement

The principal, assistant principal, reading leader, and math leader/test chairperson will utilize student assessment data, classroom observational data, and the professional development listed on the teachers'

IPEGS Goal Setting form, and School Improvement Plan, when planning professional development for the

school. The principal, assistant principal, reading leader, and math leader/test chairperson will meet regularly

to discuss and review the needs of teachers and students. During these meetings the reading leader will advise the principal regarding professional development planned based on follow up visits from classroom

observations. The principal will also update the assistant principal, reading leader, and math leader/test chairperson about district and state reading requirements that could impact reading instruction at the school.

Additionally, the principal, assistant principal, reading leader, and math leader/test chairperson will collaborate with Region and District reading support staff to deliver targeted professional development needed at the school.

The principal will monitor collection and utilization of assessment data, including progress monitoring data

(FAIR Assessments), District interim assessment data, observational data, and in-program assessment data.

Progress monitoring and interim data will be collected a minimum of three times per year. Observational data is collected via principal and assistant principal classroom walkthroughs. In-program assessments will

be administered based upon program guidelines/requirements (weekly, bi-weekly, or monthly). This data will be used to determine intervention and support needs of students by:

- participating in Data Analysis Team meetings after each FAIR/District Interim assessment period;
- analyzing progress monitoring data with the reading leader;
- directing the reading leader to meet with each grade level to review their progress monitoring (FAIR) data;

• monitoring that the reading coach uses available data to differentiate teachers support as evidenced by the

reading leader's daily/weekly schedule, classroom visitations; and

- monitoring the teacher's use of data driven instruction during classroom visitations
- participating in data reviews of all CELLA results

The principal will provide time for the media specialist to attend grade-level planning meetings so that collaborative planning between the media specialist and the classroom teachers can occur. Increasing collaborative planning and teaching between the classroom teacher and the media specialist will positively

impact media center circulation. The principal will take an active role in promoting library resources and services through faculty meetings, PTA meetings, and encouraging participation in school-wide media center

reading promotion campaigns. The principal and the media specialist will review circulation statistics provided through the Destiny Library Management System to identify circulation trends and set circulation

goals. The principal will work with the reading and the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP.

## 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**

South Miami Heights Elementary School facilitates and implements numerous visits from neighboring preschool programs. Students from participating preschool(s), their teachers, and their parents/guardians visit individual kindergarten classrooms and are actively engaged in daily activities with the students in those classrooms. Additionally, parents/guardians are provided with information regarding the school's/district's kindergarten program. All incoming kindergarten students are screened by the school's certified kindergarten teachers in order to determine each child's readiness rates utilizing the Florida Kindergarten Readiness Screener (FLKRS) Assessment. The resulting data is disaggregated in order to identify individual student needs. Low performing students will be placed in intervention groups in order to provide specific skill remediation. Parents and their children are provided with an opportunity to meet their child's teacher prior to the start of the school year through the schools "Meet-and-Greet" program. Parents will be notified through flyers, monthly calendars, and Connect Ed messages of upcoming parent workshops that will better enable them to work with their child at home, especially in the area of reading.

## 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	60%	49%	No	64%
American Indian				
Asian				
Black/African American	48%	34%	No	53%
Hispanic	62%	52%	No	66%
White	100%	58%	No	100%
English language learners	47%	40%	No	52%
Students with disabilities	33%	9%	No	39%
Economically disadvantaged	59%	47%	No	63%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	79	26%	30%
Students scoring at or above Achievement Level 4	67	22%	24%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		74%	77%
Students in lowest 25% making learning gains (FCAT 2.0)		79%	81%

#### 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)	137	57%	61%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	66	28%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	61	25%	33%

**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	61	73%	76%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	53%	No	63%
American Indian		0%		
Asian		0%		
Black/African American	48%	29%	No	53%
Hispanic	61%	59%	No	65%
White	73%	67%	No	75%
English language learners	52%	55%	Yes	57%
Students with disabilities	31%	13%	No	38%
Economically disadvantaged	58%	53%	No	62%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	91	30%	33%
Students scoring at or above Achievement Level 4	66	21%	22%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		81%	83%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		77%	79%

**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	30	26%	29%
Students scoring at or above Achievement Level 4	28	25%	26%

**Florida Alternate Assessment (FAA)**

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		10
Participation in STEM-related experiences provided for students	553	89%	100%

**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	71	10%	9%
Students retained, pursuant to s. 1008.25, F.S.	49	7%	6%
Students who are not proficient in reading by third grade	70	63%	57%
Students who receive two or more behavior referrals	33	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	20	3%	2%

## Goals Summary

- G1.** Results of the 2013 FCAT 2.0 Reading Assessment indicate that 49 percent of students scored at level 3 or above. Students scoring at 3 or above on the 2014 FCAT 2.0 Reading Assessment will increase by 15 percentage points to 64 percent.
- G2.** Results of the 2013 FCAT 2.0 Writing Assessment indicate that 73 percent of students scored a 3.5 or above. Students scoring at 3.5 or above on the 2014 FCAT 2.0 Writing Assessment will increase by 5 percentage points to 78 percent.
- G3.** Results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 53 percent of students scored at level 3 or above. Students scoring at 3 or above on the 2014 FCAT 2.0 Mathematics Assessment will increase by 10 percentage points to 63 percent.
- G4.** Results of the 2013 FCAT 2.0 Science Assessment indicate that 51 percent of students scored at level 3 or above. Students scoring at 3 or above on the 2014 FCAT 2.0 Science Assessment will increase by 5 percentage points to 56 percent.
- G5.** Data indicates that 89% of students participated in STEM activities during the 2012-2014 school year. Student participation in 2013-2014 STEM activities will increase by 11 percentage points to 100 percent.
- G6.** Identify students at risk and provide appropriate intervention and support.

## Goals Detail

**G1.** Results of the 2013 FCAT 2.0 Reading Assessment indicate that 49 percent of students scored at level 3 or above. Students scoring at 3 or above on the 2014 FCAT 2.0 Reading Assessment will increase by 15 percentage points to 64 percent.

### **Targets Supported**

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

### **Resources Available to Support the Goal**

- Reading Leader; Technology programs including: SuccessMaker, Reading Plus, Gizmos, and Accelerated Reader; Time for Kids

### **Targeted Barriers to Achieving the Goal**

- Results of the 2013 FCAT 2.0 Reading Assessment indicate that the Black, White, Hispanic, and ED subgroups did not meet the AMO targets for 2013. The Black, White, Hispanic, and ED subgroups meeting their AMO target on the 2014 FCAT 2.0 Reading Assessment will increase by 19, 42, 14, and 16 percentage points to 53, 100, 66, and 63 percent respectively. The area of deficiency, as noted on the 2013 FCAT 2.0 Results of the 2013 FCAT 2.0 Reading Assessment was Reporting Category 1: Vocabulary. (LA.Standard 6, Vocabulary Development)
- Results of the 2013 FCAT 2.0 Reading Assessment indicate that the ELL subgroup did not meet the AMO target for 2013. The ELL subgroup meeting their AMO target on the 2014 FCAT 2.0 Reading Assessment will increase by 12 percentage points to 52 percent. The area of deficiency, as noted on the 2013 FCAT 2.0 Administration was Reporting Category 1: Vocabulary. (LA.Standard 6, Vocabulary Development)
- Results of the 2013 FCAT 2.0 Reading Assessment indicate that the SWD subgroup did not meet the AMO target for 2013. The SWD subgroup meeting their AMO target on the 2014 FCAT 2.0 Reading Assessment will increase by 30 percentage points to 39 percent. The area of deficiency, as noted on the 2013 FCAT 2.0 Administration was Reporting Category 1: Vocabulary. (LA.Standard 6, Vocabulary Development)
- Results of the 2013 FCAT 2.0 Reading Assessment indicate that 26 percent of students scored at level 3. Students scoring at level 3 on the 2014 FCAT 2.0 Reading Assessment will increase by 11 percentage points to 37 percent. Performance data for students scoring at Level 3 on the FCAT 2.0 Reading Assessment indicates that there is a deficiency in Reporting Category 1: Vocabulary. (LA.Standard 6, Vocabulary Development)
- Results of the 2013 FCAT 2.0 Reading Assessment indicate that 22 percent of students scored at level 4 or above. Students scoring at level 4 or above on the 2014 FCAT 2.0 Reading Assessment will increase by 5 percentage points to 27 percent. Performance data for students scoring at Level 4 or above on the FCAT 2.0 Reading Assessment indicates that there is a deficiency in Reporting Category 4: Informational Text: Reference/Research. (LA Standard 1, Informational Text)
- Results of the 2013 FCAT 2.0 Reading Assessment indicate that the Learning Gains AMO for 2013 (all students) was not met. Learning Gains (all students) will increase by 3 percentage points to 77% on the 2014 FCAT 2.0 Reading Assessment. The area of deficiency, as noted on the 2013 FCAT 2.0 Administration was Reporting Category 2: Reading Application. (LA Standard 7, Comprehension)
- Results of the 2013 FCAT 2.0 Reading Assessment indicate that the Learning Gains for the lowest 25% was not met. Learning Gains for the lowest 25% will increase by 2 percentage points to 81% on the 2014 FCAT 2.0 Reading Assessment. The Learning Gains for the lowest 25% AMO for 2013 was not met. The area of deficiency, as noted on the 2013 FCAT 2.0 Administration was Reporting Category 1: Vocabulary. (LA.Standard 6, Vocabulary Development)

- Performance data for the 2013 CELLA indicates that 43% of students assessed were deficient in the Listening/Speaking Reporting Category. Students demonstrating proficiency in the 2014 CELLA Listening/Speaking Reporting Category will increase by 4 percentage points to 61 percent.
- Performance data for the 2013 CELLA indicates that 72% of students assessed were deficient in the Reading Reporting Category. Students demonstrating proficiency in the 2014 CELLA Reading Reporting Category will increase by 7 percentage points to 35 percent.
- Performance data for the 2013 CELLA indicates that 75% of students assessed were deficient in the Writing Reporting Category. Students demonstrating proficiency in the 2014 CELLA Writing Reporting Category will increase by 8 percentage points to 33 percent.

### Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim assessment and FCAT 2.0

#### Person or Persons Responsible

MTSS/Rtl Team

#### Target Dates or Schedule:

Quarterly

#### Evidence of Completion:

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

**G2.** Results of the 2013 FCAT 2.0 Writing Assessment indicate that 73 percent of students scored a 3.5 or above. Students scoring at 3.5 or above on the 2014 FCAT 2.0 Writing Assessment will increase by 5 percentage points to 78 percent.

#### Targets Supported

- Writing

#### Resources Available to Support the Goal

- Reading Leader

#### Targeted Barriers to Achieving the Goal

- Performance data for students scoring at Level 3.5 or above on the FCAT Writing Assessment indicates that there is a deficiency in students ability to elaborate and utilize literary devices in their writing.

### Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim assessment and FCAT 2.0

#### Person or Persons Responsible

Leadership Team

#### Target Dates or Schedule:

Quarterly

#### Evidence of Completion:

Formative Assessments - District Writing Assessments Summative Assessment - Results for the 2014 FCAT Writing Assessment



**G3.** Results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 53 percent of students scored at level 3 or above. Students scoring at 3 or above on the 2014 FCAT 2.0 Mathematics Assessment will increase by 10 percentage points to 63 percent.

### Targets Supported

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

### Resources Available to Support the Goal

- Reading Leader; Technology programs including: SuccessMaker and Gizmos; Math Textbook/series; Florida Achieves! and FCAT Explorer; Kids College

### Targeted Barriers to Achieving the Goal

- Results of the 2013 FCAT 2.0 Mathematics Assessment indicate that the Black, White, Hispanic, and ED subgroups did not meet the AMO targets for 2013. The Black, White, Hispanic, and ED subgroups meeting their AMO target on the 2014 FCAT 2.0 Mathematic Assessment will increase by 24, 6, 8, and 9 percentage points to 53, 65, 75, and 62 percent respectively. The area of deficiency, as noted on the 2013 FCAT 2.0 Administration was Reporting Category 1: Numbers: Operations, Problems and Statistics. (MA Standard 6, Number and Operations)
- Results of the 2013 FCAT 2.0 Mathematics Assessment indicate that the SWD subgroup did not meet the AMO target for 2013. The SWD subgroup meeting their AMO target on the 2014 FCAT 2.0 Mathematics Assessment will increase by 25 percentage points to 38 percent. The area of deficiency, as noted on the 2013 FCAT 2.0 Administration was Reporting Category 1: Numbers: Operations, Problems and Statistics. (MA Standard 6, Number and Operations)
- Results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 30 percent of students scored at level 3. Students scoring at level 3 on the 2014 FCAT 2.0 Mathematics Assessment will increase by 8 percentage points to 38 percent. Performance data for students scoring at Level 3 or above on the 2013 FCAT 2.0 Mathematics Assessment indicates that there is a deficiency in Reporting Category 1: Numbers: Operations, Problems and Statistics. (MA Standard 6, Number and Operations)
- Results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 21 percent of students scored at level 4 or above. Students scoring at level 4 or above on the 2014 FCAT 2.0 Mathematics Assessment will increase by 4 percentage points to 25 percent. Performance data for students scoring at Level 4 or above on the 2013 FCAT 2.0 Mathematics Assessment indicates that there is a deficiency in Reporting Category 3: Geometry and Measurement. (MA Standard 5, Geometry/Measurement).
- Results of the 2013 FCAT 2.0 Mathematics Assessment indicate that the Learning Gains AMO for 2013 (all students) was not met. Learning Gains (all students) will increase by 2 percentage points to 81% on the 2014 FCAT 2.0 Mathematics Assessment. The area of deficiency, as noted on the 2013 FCAT 2.0 Administration was Reporting Category 2: Numbers: Base ten and Fractions. (MA Standard 6, Fractions)
- Results of the 2013 FCAT 2.0 Mathematics Assessment indicate that the Learning Gains for the lowest 25% was not met. Learning Gains for the lowest 25% will increase by 2 percentage points to 79% on the 2014 FCAT 2.0 Mathematics Assessment. The area of deficiency, as noted on the 2013 FCAT 2.0 Administration was Reporting Category 1: Numbers: Operations, Problems and Statistics. (MA Standard 6, Number and Operations)

## Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim assessment and FCAT 2.0

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

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

**G4.** Results of the 2013 FCAT 2.0 Science Assessment indicate that 51 percent of students scored at level 3 or above. Students scoring at 3 or above on the 2014 FCAT 2.0 Science Assessment will increase by 5 percentage points to 56 percent.

### Targets Supported

- Science
- Science - Elementary School

### Resources Available to Support the Goal

- Gizmos; Science Text

### Targeted Barriers to Achieving the Goal

- Results of the 2013 FCAT 2.0 Science Assessment indicate that 26 percent of students scored at level 3. Students scoring at level 3 on the 2014 FCAT 2.0 Science Assessment will increase by 3 percentage points to 29 percent. Performance data for students scoring at Level 3 or above on the FCAT 2.0 Science Assessment indicates that there is a deficiency in Reporting Category 1: Nature of Science.
- Results of the 2013 FCAT 2.0 Science Assessment indicate that 25 percent of students scored at level 4 or above. Students scoring at level 4 or above on the 2014 FCAT 2.0 Reading Assessment will increase by 1 percentage point to 26 percent. Performance data for students scoring at Level 4 or above on the FCAT 2.0 Science Assessment indicates that there is a deficiency in Reporting Category 4: Physical Science.

## Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim assessment and FCAT 2.0

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

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

**G5.** Data indicates that 89% of students participated in STEM activities during the 2012-2014 school year. Student participation in 2013-2014 STEM activities will increase by 11 percentage points to 100 percent.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Science Fair Guidelines

**Targeted Barriers to Achieving the Goal**

- Participation data for the 2013 school year indicates that 11% of students did not participate in at least one STEM activity.

**Plan to Monitor Progress Toward the Goal**

Follow FCIM using data from the annual Science Fair.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule:**

Annually

**Evidence of Completion:**

Formative Assessments - District Interim Assessments Summative Assessment - Results for the 2014 FCAT 2.0 Science Test

**G6.** Identify students at risk and provide appropriate intervention and support.

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- Attendance reports; Suspension Reports, Community Involvement Specialist,

**Targeted Barriers to Achieving the Goal**

- Attendance data for the 2013 school year indicates that 10 percent of students missed 10 percent or more of instructional time. The percent of students who miss 10 percent of instructional time during the 2014 school year will improve by 1 percentage point to 9%.
- Suspension data for the 2013 school year indicates that 3 percent of students received one or more behavior referrals that led to suspension. Data indicates that 5 percent of students received two or more behavior referrals during the 2013 school year. The percent of student who receive one or more and two or more behavior referrals during the 2014 school year will improve by 1 percentage points to 2 and 4 percent respectively.
- Retention data for the 2013 school year indicates that 7 percent of students were retained (PreK-Grade 5). Assessment data for the 2013 school year indicates that 63 percent of students were not proficient in reading by the end of third grade. The percent of students who are retained and are not proficient in reading by the end of the third grade during the 2014 school year will improve by 1 and 3 percentage points to 6% and 57% respectively.

## Plan to Monitor Progress Toward the Goal

Monitor Attendance, Suspension and possible retention lists.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Logs of students who meet each set of criteria.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Results of the 2013 FCAT 2.0 Reading Assessment indicate that 49 percent of students scored at level 3 or above. Students scoring at 3 or above on the 2014 FCAT 2.0 Reading Assessment will increase by 15 percentage points to 64 percent.

**G1.B1** Results of the 2013 FCAT 2.0 Reading Assessment indicate that the Black, White, Hispanic, and ED subgroups did not meet the AMO targets for 2013. The Black, White, Hispanic, and ED subgroups meeting their AMO target on the 2014 FCAT 2.0 Reading Assessment will increase by 19, 42, 14, and 16 percentage points to 53, 100, 66, and 63 percent respectively. The area of deficiency, as noted on the 2013 FCAT 2.0 Results of the 2013 FCAT 2.0 Reading Assessment was Reporting Category 1: Vocabulary. (LA.Standard 6, Vocabulary Development)

**G1.B1.S1** Provide students with opportunities to participate in structural analysis of on-grade level vocabulary in order to increase their vocabulary comprehension.

### Action Step 1

Students will increase their comprehension of grade level vocabulary by completing structural analysis that includes the identification of root words, affixes and expressions.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work and weekly assessments

## Action Step 2

Instructional staff members will utilize reading in the content area(s) instructional strategies in their classroom in order to increase their students ability to decode and comprehend vocabulary in all content areas.

### Person or Persons Responsible

Instructional staff

### Target Dates or Schedule

November 2013

### Evidence of Completion

Professional Development logs

### Facilitator:

Math and Reading Leaders

### Participants:

Instructional Staff

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

Classroom walkthroughs will be conducted weekly and instruction will be adjusted as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Weekly

### Evidence of Completion

Student work

## Plan to Monitor Effectiveness of G1.B1.S1

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

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Bi-Weekly

### Evidence of Completion

Formative Assessments: Benchmark Assessments, Quizzes/Tests

**G1.B2** Results of the 2013 FCAT 2.0 Reading Assessment indicate that the ELL subgroup did not meet the AMO target for 2013. The ELL subgroup meeting their AMO target on the 2014 FCAT 2.0 Reading Assessment will increase by 12 percentage points to 52 percent. The area of deficiency, as noted on the 2013 FCAT 2.0 Administration was Reporting Category 1: Vocabulary. (LA.Standard 6, Vocabulary Development)

**G1.B2.S1** Provide students with opportunities to participate in structural analysis of on-grade level vocabulary in order to increase their vocabulary comprehension.

### Action Step 1

Students will increase their comprehension of grade level vocabulary by completing structural analysis that includes the identification of root words, affixes and expressions.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and weekly assessments

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

Student portfolios will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Results of weekly quizzes and tests

### **Plan to Monitor Effectiveness of G1.B2.S1**

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Formative Assessments: Benchmark Assessments, Quizzes/Tests



**G1.B3** Results of the 2013 FCAT 2.0 Reading Assessment indicate that the SWD subgroup did not meet the AMO target for 2013. The SWD subgroup meeting their AMO target on the 2014 FCAT 2.0 Reading Assessment will increase by 30 percentage points to 39 percent. The area of deficiency, as noted on the 2013 FCAT 2.0 Administration was Reporting Category 1: Vocabulary. (LA.Standard 6, Vocabulary Development)

**G1.B3.S1** Provide students with opportunities to participate in structural analysis of on-grade level vocabulary in order to increase their vocabulary comprehension.

**Action Step 1**

Students will increase their comprehension of grade level vocabulary by completing structural analysis that includes the identification of root words, affixes and expressions.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and weekly assessments

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

Student portfolios will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student work

## Plan to Monitor Effectiveness of G1.B3.S1

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

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Bi-Weekly

### Evidence of Completion

Formative Assessments: Benchmark Assessments, Quizzes/Tests

**G1.B4** Results of the 2013 FCAT 2.0 Reading Assessment indicate that 26 percent of students scored at level 3. Students scoring at level 3 on the 2014 FCAT 2.0 Reading Assessment will increase by 11 percentage points to 37 percent. Performance data for students scoring at Level 3 on the FCAT 2.0 Reading Assessment indicates that there is a deficiency in Reporting Category 1: Vocabulary. (LA.Standard 6, Vocabulary Development)

**G1.B4.S1** Provide students with opportunities to utilize concept maps, word walls and other strategies from Webb's D.O.K. and Marzano's models for rigor to help build their knowledge of word meanings and relationships.

### Action Step 1

During pre-reading activities students will utilize a variety of strategies such as word maps and word walls to build their knowledge of word meanings and relationships.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and benchmark assessments

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

Student portfolios will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work

### **Plan to Monitor Effectiveness of G1.B4.S1**

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Formative Assessments: Benchmark Assessments, Quizzes/Tests

**G1.B5** Results of the 2013 FCAT 2.0 Reading Assessment indicate that 22 percent of students scored at level 4 or above. Students scoring at level 4 or above on the 2014 FCAT 2.0 Reading Assessment will increase by 5 percentage points to 27 percent. Performance data for students scoring at Level 4 or above on the FCAT 2.0 Reading Assessment indicates that there is a deficiency in Reporting Category 4: Informational Text: Reference/Research. (LA Standard 1, Informational Text)

**G1.B5.S1** Provide students with opportunities to develop the ability to identify text structures during the reading of informational texts.

**Action Step 1**

Students will utilize FCAT Explorer, Florida Achieves! Time For Kids and graphic organizers to identify text structures such as compare/contrast, cause and effect, and chronological order.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and assessments

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

Weekly classroom walkthroughs will be conducted and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work

## Plan to Monitor Effectiveness of G1.B5.S1

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

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Monthly

### Evidence of Completion

Formative Assessments: Benchmark Assessments, Quizzes/Tests

**G1.B6** Results of the 2013 FCAT 2.0 Reading Assessment indicate that the Learning Gains AMO for 2013 (all students) was not met. Learning Gains (all students) will increase by 3 percentage points to 77% on the 2014 FCAT 2.0 Reading Assessment. The area of deficiency, as noted on the 2013 FCAT 2.0 Administration was Reporting Category 2: Reading Application. (LA Standard 7, Comprehension)

**G1.B6.S1** Provide opportunities for students to identify author's purpose during reading.

### Action Step 1

Students will participate in activities that will allow them to identify the author's purpose for writing including: identifying what the author thinks/feels; asking and answering questions that refer explicitly to the text in order to justify the author's purpose for writing, informing, telling a story, conveying a feeling/mood, entertaining and explaining.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

weekly quizzes and tests

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

Student portfolios will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student work

### **Plan to Monitor Effectiveness of G1.B6.S1**

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative Assessments: Benchmark Assessments, Quizzes/Tests

**G1.B7** Results of the 2013 FCAT 2.0 Reading Assessment indicate that the Learning Gains for the lowest 25% was not met. Learning Gains for the lowest 25% will increase by 2 percentage points to 81% on the 2014 FCAT 2.0 Reading Assessment. The Learning Gains for the lowest 25% AMO for 2013 was not met. The area of deficiency, as noted on the 2013 FCAT 2.0 Administration was Reporting Category 1: Vocabulary. (LA.Standard 6, Vocabulary Development)

**G1.B7.S1** Provide students with opportunities to use multiple strategies to develop "ownership" of grade level appropriate vocabulary.

**Action Step 1**

Students will develop personal dictionaries/pictionaries that will include unknown vocabulary encountered during the reading of grade level texts in all content areas.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and weekly assessments.

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

Classroom walkthroughs will be conducted and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Results of weekly quizzes and tests

## Plan to Monitor Effectiveness of G1.B7.S1

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

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments: Benchmark Assessments, Quizzes/Tests

**G1.B8** Performance data for the 2013 CELLA indicates that 43% of students assessed were deficient in the Listening/Speaking Reporting Category. Students demonstrating proficiency in the 2014 CELLA Listening/Speaking Reporting Category will increase by 4 percentage points to 61 percent.

**G1.B8.S1** Provide students with opportunities to participate in listening and speaking activities that will increase their proficiency in the English language.

### Action Step 1

Students will participate in activities that encourage them to restate/echo the teacher in order to develop understanding and increase their vocabulary and language.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student conversation and oral quizzes



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

Student portfolios will be reviewed and instruction will be adjusted as needed.

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Results of bi-weekly quizzes and tests

### **Plan to Monitor Effectiveness of G1.B8.S1**

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

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessments: Benchmark Assessments, Quizzes/Tests

**G1.B9** Performance data for the 2013 CELLA indicates that 72% of students assessed were deficient in the Reading Reporting Category. Students demonstrating proficiency in the 2014 CELLA Reading Reporting Category will increase by 7 percentage points to 35 percent.

**G1.B9.S1** Provide students with a variety of strategies that will enable them to increase their fluency and comprehension in reading.

**Action Step 1**

Students will utilize prereading/reading strategies such as picture walks, prediction, chunking, read aloud, jump in reading and choral reading to increase their fluency and comprehension in reading.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and quizzes/tests

**Action Step 2**

ELL instructional staff members will implement the Waterford program in their classroom in order to increase their students fluency and comprehension.

**Person or Persons Responsible**

ELL instructional staff

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Professional Development Log and reflections

**Facilitator:**

Waterford Representative

**Participants:**

ELL Instructional Staff members

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

Classroom walkthroughs will be conducted and instruction will be adjusted as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Bi-Weekly

#### Evidence of Completion

Student work

### Plan to Monitor Effectiveness of G1.B9.S1

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

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Formative Assessments: Benchmark Assessments, Quizzes/Tests

**G1.B10** Performance data for the 2013 CELLA indicates that 75% of students assessed were deficient in the Writing Reporting Category. Students demonstrating proficiency in the 2014 CELLA Writing Reporting Category will increase by 8 percentage points to 33 percent.

**G1.B10.S1** Provide students with strategies that will enable them to develop and organize their writing.

#### Action Step 1

Students will utilize graphic organizers to organize their writing during the total writing process including: planning, drafting, revising, editing and publishing

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work and quizzes/tests

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

Classroom walkthroughs will be conducted and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Student work

### **Plan to Monitor Effectiveness of G1.B10.S1**

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Formative Assessments: Benchmark Assessments, Quizzes/Tests

**G2.** Results of the 2013 FCAT 2.0 Writing Assessment indicate that 73 percent of students scored a 3.5 or above. Students scoring at 3.5 or above on the 2014 FCAT 2.0 Writing Assessment will increase by 5 percentage points to 78 percent.

**G2.B1** Performance data for students scoring at Level 3.5 or above on the FCAT Writing Assessment indicates that there is a deficiency in students ability to elaborate and utilize literary devices in their writing.

**G2.B1.S1** Provide students with opportunities to write in a variety of forms in order to develop their ability to elaborate and utilize literary devices while writing.

### **Action Step 1**

Students will write using a variety of expressive forms such as: short stories, poetry, skits, and song lyrics) by: collecting, reading, and noticing the author’s craft such as form, patterns, rhythm, crafting techniques, creating lists of sensory words, rhyming words, words with multiple meanings, idioms, surprising language, words with high impact similes, alliteration, and chants with(expression) to assist in writing.

#### **Person or Persons Responsible**

Teacher

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

student work and quizzes/tests

### **Action Step 2**

Instructional staff members will utilize best practice writing strategies in their classroom in order to increase their students ability to write in a variety of expressive forms.

#### **Person or Persons Responsible**

Instructional Staff

#### **Target Dates or Schedule**

November 2013

#### **Evidence of Completion**

Professional Development Logs/reflections

#### **Facilitator:**

Reading Leader

#### **Participants:**

Instructional Staff

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

Student portfolios will be reviewed and instruction will be adjusted as needed.

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work

### **Plan to Monitor Effectiveness of G2.B1.S1**

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

#### **Person or Persons Responsible**

Reading leader

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Formative Assessments: Benchmark writing assessment

**G3.** Results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 53 percent of students scored at level 3 or above. Students scoring at 3 or above on the 2014 FCAT 2.0 Mathematics Assessment will increase by 10 percentage points to 63 percent.

**G3.B1** Results of the 2013 FCAT 2.0 Mathematics Assessment indicate that the Black, White, Hispanic, and ED subgroups did not meet the AMO targets for 2013. The Black, White, Hispanic, and ED subgroups meeting their AMO target on the 2014 FCAT 2.0 Mathematic Assessment will increase by 24, 6, 8, and 9 percentage points to 53, 65, 75, and 62 percent respectively. The area of deficiency, as noted on the 2013 FCAT 2.0 Administration was Reporting Category 1: Numbers: Operations, Problems and Statistics. (MA Standard 6, Number and Operations)

**G3.B1.S1** Provide students with strategies to solve a variety of math word problems.

### **Action Step 1**

Students will utilize Math Problem Solving” graphic organizers in order to develop the skills needed to solve single and multi-step math word problems.

#### **Person or Persons Responsible**

Teacher

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work and quizzes/tests

### **Action Step 2**

Instructional staff members will utilize reading in the content area(s) instructional strategies in their classroom in order to increase their students ability to strategically solve math word problems.

#### **Person or Persons Responsible**

Instructional Staff

#### **Target Dates or Schedule**

November 2013

#### **Evidence of Completion**

#### **Facilitator:**

Math and Reading Leaders

#### **Participants:**

Instructional Staff

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

Classroom walkthroughs will be conducted and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RtI

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student work

### **Plan to Monitor Effectiveness of G3.B1.S1**

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

**Person or Persons Responsible**

MTSS/RtI

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Formative Assessments: Benchmark Assessments, Quizzes/Tests



**G3.B2** Results of the 2013 FCAT 2.0 Mathematics Assessment indicate that the SWD subgroup did not meet the AMO target for 2013. The SWD subgroup meeting their AMO target on the 2014 FCAT 2.0 Mathematics Assessment will increase by 25 percentage points to 38 percent. The area of deficiency, as noted on the 2013 FCAT 2.0 Administration was Reporting Category 1: Numbers: Operations, Problems and Statistics. (MA Standard 6, Number and Operations)

**G3.B2.S1** Provide students with strategies to solve a variety of math word problems.

**Action Step 1**

Students will utilize Math Problem Solving” graphic organizers in order to develop the skills needed to solve single and multi-step math word problems.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and quizzes/tests

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

Student portfolios will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RtI

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student work

### Plan to Monitor Effectiveness of G3.B2.S1

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

#### Person or Persons Responsible

MTSS/RtI

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Formative Assessments: Benchmark Assessments, Quizzes/Tests

**G3.B3** Results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 30 percent of students scored at level 3. Students scoring at level 3 on the 2014 FCAT 2.0 Mathematics Assessment will increase by 8 percentage points to 38 percent. Performance data for students scoring at Level 3 or above on the 2013 FCAT 2.0 Mathematics Assessment indicates that there is a deficiency in Reporting Category 1: Numbers: Operations, Problems and Statistics. (MA Standard 6, Number and Operations)

**G3.B3.S1** Provide students with opportunities to improve their fluency in basic math skills.

#### Action Step 1

Students will participate in daily practice, including timed practices, that will focus on developing and maintaining fluency in basic math skills (addition/subtraction/multiplication and division).

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work and quizzes/tests

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

Classroom walkthroughs will be conducted and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RtI

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student work

### **Plan to Monitor Effectiveness of G3.B3.S1**

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

**Person or Persons Responsible**

MTSS/RtI

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Formative Assessments: Benchmark Assessments, Quizzes/Tests

**G3.B4** Results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 21 percent of students scored at level 4 or above. Students scoring at level 4 or above on the 2014 FCAT 2.0 Mathematics Assessment will increase by 4 percentage points to 25 percent. Performance data for students scoring at Level 4 or above on the 2013 FCAT 2.0 Mathematics Assessment indicates that there is a deficiency in Reporting Category 3: Geometry and Measurement. (MA Standard 5, Geometry/Measurement).

**G3.B4.S1** Provide students opportunities to identify the perimeter, area and/or volume of a variety of geometric shapes.

**Action Step 1**

Student portfolios will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work

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

Classroom walkthroughs will be conducted and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RtI

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Student work

## Plan to Monitor Effectiveness of G3.B4.S1

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

### Person or Persons Responsible

MTSS/RtI

### Target Dates or Schedule

Bi-Weekly

### Evidence of Completion

Formative Assessments: Benchmark Assessments, Quizzes/Tests

**G3.B5** Results of the 2013 FCAT 2.0 Mathematics Assessment indicate that the Learning Gains AMO for 2013 (all students) was not met. Learning Gains (all students) will increase by 2 percentage points to 81% on the 2014 FCAT 2.0 Mathematics Assessment. The area of deficiency, as noted on the 2013 FCAT 2.0 Administration was Reporting Category 2: Numbers: Base ten and Fractions. (MA Standard 6, Fractions)

**G3.B5.S1** Provide students with hands-on opportunities to develop a thorough understanding of fractions.

### Action Step 1

Students will participate in a variety of hands-on activities utilizing manipulatives to represent fractions in a variety of forms including: parts of a whole, equivalent fractions, whole numbers, and fractions greater than one.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and quizzes/tests

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

Classroom walkthroughs will be conducted and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RtI

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student work

### **Plan to Monitor Effectiveness of G3.B5.S1**

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

**Person or Persons Responsible**

MTSS/RtI

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Formative Assessments: Benchmark Assessments, Quizzes/Tests

**G3.B6** Results of the 2013 FCAT 2.0 Mathematics Assessment indicate that the Learning Gains for the lowest 25% was not met. Learning Gains for the lowest 25% will increase by 2 percentage points to 79% on the 2014 FCAT 2.0 Mathematics Assessment. The area of deficiency, as noted on the 2013 FCAT 2.0 Administration was Reporting Category 1: Numbers: Operations, Problems and Statistics. (MA Standard 6, Number and Operations)

**G3.B6.S1** Provide opportunities for students to utilize manipulatives and other hands-on activities to develop concrete understanding of basic math skills.

**Action Step 1**

Students will solve addition, subtraction, multiplication and division problems utilizing hands-on activities and/or manipulatives.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and quizzes/tests

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

Weekly classroom walkthroughs will be conducted and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RtI

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student work

### Plan to Monitor Effectiveness of G3.B6.S1

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

#### Person or Persons Responsible

MTSS/RtI

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Formative Assessments: Benchmark Assessments, Quizzes/Tests

**G4.** Results of the 2013 FCAT 2.0 Science Assessment indicate that 51 percent of students scored at level 3 or above. Students scoring at 3 or above on the 2014 FCAT 2.0 Science Assessment will increase by 5 percentage points to 56 percent.

**G4.B1** Results of the 2013 FCAT 2.0 Science Assessment indicate that 26 percent of students scored at level 3. Students scoring at level 3 on the 2014 FCAT 2.0 Science Assessment will increase by 3 percentage points to 29 percent. Performance data for students scoring at Level 3 or above on the FCAT 2.0 Science Assessment indicates that there is a deficiency in Reporting Category 1: Nature of Science.

**G4.B1.S1** Provide students with opportunities to organize and evaluate investigations and experiments.

#### Action Step 1

Students will participate in a weekly science lab activity utilizing a graphic organizer/lab sheet in order to formulate a testable question, organize /interpret/analyze data, identify variables, distinguish between observations and opinions and defend conclusions.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Student work and quizzes/tests



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

Classroom walkthroughs will be conducted and instruction will be adjusted as needed.

**Person or Persons Responsible**

Assistant Principal

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student work

### **Plan to Monitor Effectiveness of G4.B1.S1**

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

**Person or Persons Responsible**

Assistant Principal

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Formative Assessments: Benchmark Assessments, Quizzes/Tests

**G4.B2** Results of the 2013 FCAT 2.0 Science Assessment indicate that 25 percent of students scored at level 4 or above. Students scoring at level 4 or above on the 2014 FCAT 2.0 Reading Assessment will increase by 1 percentage point to 26 percent. Performance data for students scoring at Level 4 or above on the FCAT 2.0 Science Assessment indicates that there is a deficiency in Reporting Category 4: Physical Science.

**G4.B2.S1** Provide opportunities for students to identify a variety of forms of energy, forces and relationships among mass, force and motion.

**Action Step 1**

Students will participate in hands-on and technology based activities that will allow them to: identify basic forms of energy, identify familiar forces, trace energy conversions and distinguish relationships among mass, force and motion.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and quizzes/tests

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

Student portfolios will be reviewed bi-weekly and instruction will be adjusted as needed.

**Person or Persons Responsible**

Assistant Principal

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Student work

### Plan to Monitor Effectiveness of G4.B2.S1

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

#### Person or Persons Responsible

Assistant Principal

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Formative Assessments: Benchmark Assessments, Quizzes/Tests

**G5.** Data indicates that 89% of students participated in STEM activities during the 2012-2014 school year. Student participation in 2013-2014 STEM activities will increase by 11 percentage points to 100 percent.

**G5.B1** Participation data for the 2013 schoolyear indicates that 11% of students did not participate in at least one STEM activity.

**G5.B1.S1** Provide opportunities for all students to participate in a minimum of one STEM activity during the 2014 schoolyear.

#### Action Step 1

Students will participate in full-inquiry project based activities through hands-on science labs.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work and quizzes/tests

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

Student portfolios will be reviewed quarterly and instruction will be adjusted as needed.

**Person or Persons Responsible**

Assistant Principal

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Student work

### **Plan to Monitor Effectiveness of G5.B1.S1**

Following the FCIM model, bi-annual participation data will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

Assistant Principal

**Target Dates or Schedule**

Bi-Annually

**Evidence of Completion**

Participation logs - Student work

**G6. Identify students at risk and provide appropriate intervention and support.**

**G6.B1** Attendance data for the 2013 school year indicates that 10 percent of students missed 10 percent or more of instructional time. The percent of students who miss 10 percent of instructional time during the 2014 school year will improve by 1 percentage point to 9%.

**G6.B1.S1** Provide students with incentives to improve attendance.

**Action Step 1**

Students with perfect attendance will be rewarded with attendance incentives on a bi-weekly, monthly and quarterly basis.

**Person or Persons Responsible**

Counselor

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Logs/lists of students who meet these criteria.

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

Student attendance logs will be reviewed and identification of students and/or rewards will be adjusted as needed.

**Person or Persons Responsible**

Counselor

**Target Dates or Schedule**

Bi-weekly, monthly, quarterly

**Evidence of Completion**

Attendance logs - awards ceremony program

## Plan to Monitor Effectiveness of G6.B1.S1

Review quarterly attendance reports in order to determine changes in student attendance rates.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Quarterly Attendance reports

**G6.B2** Suspension data for the 2013 school year indicates that 3 percent of students received one or more behavior referrals that led to suspension. Data indicates that 5 percent of students received two or more behavior referrals during the 2013 school year. The percent of student who receive one or more and two or more behavior referrals during the 2014 school year will improve by 1 percentage points to 2 and 4 percent respectively.

**G6.B2.S1** Use 2013 behavioral referral data to Identify students who are at risk of receiving behavior referrals and/or suspensions during the 2014 school year and provide them with intensive counseling and behavior interventions.

### Action Step 1

Identify students who are at risk of receiving behavior referrals and/or suspensions during the 2014 school year and provide them with intensive counseling and behavior interventions.

### Person or Persons Responsible

Counselor

### Target Dates or Schedule

August 2013 and ongoing

### Evidence of Completion

Roster of identified students.

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

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

**Person or Persons Responsible**

MTSS/RtI

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Bi-weekly behavior reports

### **Plan to Monitor Effectiveness of G6.B2.S1**

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

**Person or Persons Responsible**

MTSS/RtI

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Formative Assessments: Behavior Referrals

**G6.B3** Retention data for the 2013 school year indicates that 7 percent of students were retained (PreK-Grade 5). Assessment data for the 2013 school year indicates that 63 percent of students were not proficient in reading by the end of third grade. The percent of students who are retained and are not proficient in reading by the end of the third grade during the 2014 school year will improve by 1 and 3 percentage points to 6% and 57% respectively.

**G6.B3.S1** Use 2013 SAT-10, FAIR and FCAT 2.0 data to Identify students who may not be proficient in reading by the end of third grade and are at risk of being retained during the 2014 school year and provide them with intensive remediation in reading.

### **Action Step 1**

Identify students who are at risk of retention and/or not being proficient in reading by the end of the third grade as evidenced by their SAT-10, FCAT 2.0 and/or FAIR scores and provide them with intensive reading remediation.

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Roster of identified students.

### **Action Step 2**

Instructional staff members will implement targeted McGraw-Hill Wonder Works remediation strategies during intensive remediation in order to increase their students ability to read with fluency and comprehension.

#### **Person or Persons Responsible**

Kindergarten through 3rd grade instructional staff

#### **Target Dates or Schedule**

November 2013 - January 2014

#### **Evidence of Completion**

Professional Development logs

#### **Facilitator:**

Reading Leader

#### **Participants:**

Instructional staff (kindergarten through 3rd grade)



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

Student work will be reviewed and remediation/instruction will be adjusted as needed.

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Bi-weekly quizzes/tests and/or student work

### **Plan to Monitor Effectiveness of G6.B3.S1**

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

#### **Person or Persons Responsible**

MTSS/RtI

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Formative Assessments: Benchmark Assessments, Quizzes/Tests, Interim Assessments

## Coordination and Integration

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

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

#### Title I, Part A:

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Leaders 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-DCPSTitle I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHES; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part D:

South Miami Heights Elementary receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

#### Title II:

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

#### Title III:

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- tutorial programs (K-5)
- parent outreach activities (K-5) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- reading and supplementary instructional materials(K-5)
- hardware and software for the development of language and literacy skills in reading, mathematics and science

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

Title X, Homeless:

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

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

Supplemental Academic Instruction (SAI):

South Miami Heights Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs:

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

District Policy Against Bullying and Harassment

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

Nutrition Programs:

- 1) South Miami Heights Elementary 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.

Other:

South Miami Heights Elementary will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

South Miami Heights Elementary will increase parental engagement/involvement through utilization of the Title I School-South Miami Heights Elementary will involve parents in the planning and implementation of the

Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. South Miami Heights Elementary will increase parental engagement/involvement through utilization of the Title I School-Parent Compact (for each student); scheduling of the Title I Orientation/Annual Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

In order to empower parents and build their capacity for involvement, South Miami Heights Elementary will conduct informal surveys to determine specific needs of our parents. Based upon the identified needs/ results

of these surveys workshops and/or Parent Academy classes will be offered at flexible times in order to accommodate our parents' schedules. This will impact our goal to empower parents and build their capacity for involvement.

South Miami Heights Elementary will complete Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities Report as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, will to be completed by parents/families annually in May. The Survey's results will be used to assist with revising our Title I parental documents for the approaching school year.

Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

## 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.** Results of the 2013 FCAT 2.0 Reading Assessment indicate that 49 percent of students scored at level 3 or above. Students scoring at 3 or above on the 2014 FCAT 2.0 Reading Assessment will increase by 15 percentage points to 64 percent.

**G1.B1** Results of the 2013 FCAT 2.0 Reading Assessment indicate that the Black, White, Hispanic, and ED subgroups did not meet the AMO targets for 2013. The Black, White, Hispanic, and ED subgroups meeting their AMO target on the 2014 FCAT 2.0 Reading Assessment will increase by 19, 42, 14, and 16 percentage points to 53, 100, 66, and 63 percent respectively. The area of deficiency, as noted on the 2013 FCAT 2.0 Results of the 2013 FCAT 2.0 Reading Assessment was Reporting Category 1: Vocabulary. (LA.Standard 6, Vocabulary Development)

**G1.B1.S1** Provide students with opportunities to participate in structural analysis of on-grade level vocabulary in order to increase their vocabulary comprehension.

### PD Opportunity 1

Instructional staff members will utilize reading in the content area(s) instructional strategies in their classroom in order to increase their students ability to decode and comprehend vocabulary in all content areas.

#### Facilitator

Math and Reading Leaders

#### Participants

Instructional Staff

#### Target Dates or Schedule

November 2013

#### Evidence of Completion

Professional Development logs

**G1.B9** Performance data for the 2013 CELLA indicates that 72% of students assessed were deficient in the Reading Reporting Category. Students demonstrating proficiency in the 2014 CELLA Reading Reporting Category will increase by 7 percentage points to 35 percent.

**G1.B9.S1** Provide students with a variety of strategies that will enable them to increase their fluency and comprehension in reading.

### **PD Opportunity 1**

ELL instructional staff members will implement the Waterford program in their classroom in order to increase their students fluency and comprehension.

#### **Facilitator**

Waterford Representative

#### **Participants**

ELL Instructional Staff members

#### **Target Dates or Schedule**

October 2013

#### **Evidence of Completion**

Professional Development Log and reflections

**G2.** Results of the 2013 FCAT 2.0 Writing Assessment indicate that 73 percent of students scored a 3.5 or above. Students scoring at 3.5 or above on the 2014 FCAT 2.0 Writing Assessment will increase by 5 percentage points to 78 percent.

**G2.B1** Performance data for students scoring at Level 3.5 or above on the FCAT Writing Assessment indicates that there is a deficiency in students ability to elaborate and utilize literary devices in their writing.

**G2.B1.S1** Provide students with opportunities to write in a variety of forms in order to develop their ability to elaborate and utilize literary devices while writing.

### **PD Opportunity 1**

Instructional staff members will utilize best practice writing strategies in their classroom in order to increase their students ability to write in a variety of expressive forms.

#### **Facilitator**

Reading Leader

#### **Participants**

Instructional Staff

#### **Target Dates or Schedule**

November 2013

#### **Evidence of Completion**

Professional Development Logs/reflections

**G3.** Results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 53 percent of students scored at level 3 or above. Students scoring at 3 or above on the 2014 FCAT 2.0 Mathematics Assessment will increase by 10 percentage points to 63 percent.

**G3.B1** Results of the 2013 FCAT 2.0 Mathematics Assessment indicate that the Black, White, Hispanic, and ED subgroups did not meet the AMO targets for 2013. The Black, White, Hispanic, and ED subgroups meeting their AMO target on the 2014 FCAT 2.0 Mathematic Assessment will increase by 24, 6, 8, and 9 percentage points to 53, 65, 75, and 62 percent respectively. The area of deficiency, as noted on the 2013 FCAT 2.0 Administration was Reporting Category 1: Numbers: Operations, Problems and Statistics. (MA Standard 6, Number and Operations)

**G3.B1.S1** Provide students with strategies to solve a variety of math word problems.

### **PD Opportunity 1**

Instructional staff members will utilize reading in the content area(s) instructional strategies in their classroom in order to increase their students ability to strategically solve math word problems.

#### **Facilitator**

Math and Reading Leaders

#### **Participants**

Instructional Staff

#### **Target Dates or Schedule**

November 2013

#### **Evidence of Completion**



**G6. Identify students at risk and provide appropriate intervention and support.**

**G6.B3** Retention data for the 2013 school year indicates that 7 percent of students were retained (PreK-Grade 5). Assessment data for the 2013 school year indicates that 63 percent of students were not proficient in reading by the end of third grade. The percent of students who are retained and are not proficient in reading by the end of the third grade during the 2014 school year will improve by 1 and 3 percentage points to 6% and 57% respectively.

**G6.B3.S1** Use 2013 SAT-10, FAIR and FCAT 2.0 data to Identify students who may not be proficient in reading by the end of third grade and are at risk of being retained during the 2014 school year and provide them with intensive remediation in reading.

**PD Opportunity 1**

Instructional staff members will implement targeted McGraw-Hill Wonder Works remediation strategies during intensive remediation in order to increase their students ability to read with fluency and comprehension.

**Facilitator**

Reading Leader

**Participants**

Instructional staff (kindergarten through 3rd grade)

**Target Dates or Schedule**

November 2013 - January 2014

**Evidence of Completion**

Professional Development logs

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Results of the 2013 FCAT 2.0 Reading Assessment indicate that 49 percent of students scored at level 3 or above. Students scoring at 3 or above on the 2014 FCAT 2.0 Reading Assessment will increase by 15 percentage points to 64 percent.	\$2,000
G3.	Results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 53 percent of students scored at level 3 or above. Students scoring at 3 or above on the 2014 FCAT 2.0 Mathematics Assessment will increase by 10 percentage points to 63 percent.	\$4,000
G4.	Results of the 2013 FCAT 2.0 Science Assessment indicate that 51 percent of students scored at level 3 or above. Students scoring at 3 or above on the 2014 FCAT 2.0 Science Assessment will increase by 5 percentage points to 56 percent.	\$1,000
G6.	Identify students at risk and provide appropriate intervention and support.	\$1,500
Total		\$8,500

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Technology	Total
Title I	\$2,000	\$4,000	\$6,000
02 Account	\$1,000	\$0	\$1,000
SAC funds	\$1,500	\$0	\$1,500
Total	\$4,500	\$4,000	\$8,500

### Budget Details

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

**G1.** Results of the 2013 FCAT 2.0 Reading Assessment indicate that 49 percent of students scored at level 3 or above. Students scoring at 3 or above on the 2014 FCAT 2.0 Reading Assessment will increase by 15 percentage points to 64 percent.

**G1.B5** Results of the 2013 FCAT 2.0 Reading Assessment indicate that 22 percent of students scored at level 4 or above. Students scoring at level 4 or above on the 2014 FCAT 2.0 Reading Assessment will increase by 5 percentage points to 27 percent. Performance data for students scoring at Level 4 or above on the FCAT 2.0 Reading Assessment indicates that there is a deficiency in Reporting Category 4: Informational Text: Reference/Research. (LA Standard 1, Informational Text)

**G1.B5.S1** Provide students with opportunities to develop the ability to identify text structures during the reading of informational texts.

### **Action Step 1**

Students will utilize FCAT Explorer, Florida Achieves! Time For Kids and graphic organizers to identify text structures such as compare/contrast, cause and effect, and chronological order.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Time For Kids

#### **Funding Source**

Title I

#### **Amount Needed**

\$2,000

**G3.** Results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 53 percent of students scored at level 3 or above. Students scoring at 3 or above on the 2014 FCAT 2.0 Mathematics Assessment will increase by 10 percentage points to 63 percent.

**G3.B3** Results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 30 percent of students scored at level 3. Students scoring at level 3 on the 2014 FCAT 2.0 Mathematics Assessment will increase by 8 percentage points to 38 percent. Performance data for students scoring at Level 3 or above on the 2013 FCAT 2.0 Mathematics Assessment indicates that there is a deficiency in Reporting Category 1: Numbers: Operations, Problems and Statistics. (MA Standard 6, Number and Operations)

**G3.B3.S1** Provide students with opportunities to improve their fluency in basic math skills.

**Action Step 1**

Students will participate in daily practice, including timed practices, that will focus on developing and maintaining fluency in basic math skills (addition/subtraction/multiplication and division).

**Resource Type**

Technology

**Resource**

Kids College - Reading and Mathematics practice that can utilized in school and at home.

**Funding Source**

Title I

**Amount Needed**

\$4,000

**G4.** Results of the 2013 FCAT 2.0 Science Assessment indicate that 51 percent of students scored at level 3 or above. Students scoring at 3 or above on the 2014 FCAT 2.0 Science Assessment will increase by 5 percentage points to 56 percent.

**G4.B1** Results of the 2013 FCAT 2.0 Science Assessment indicate that 26 percent of students scored at level 3. Students scoring at level 3 on the 2014 FCAT 2.0 Science Assessment will increase by 3 percentage points to 29 percent. Performance data for students scoring at Level 3 or above on the FCAT 2.0 Science Assessment indicates that there is a deficiency in Reporting Category 1: Nature of Science.

**G4.B1.S1** Provide students with opportunities to organize and evaluate investigations and experiments.

### **Action Step 1**

Students will participate in a weekly science lab activity utilizing a graphic organizer/lab sheet in order to formulate a testable question, organize /interpret/analyze data, identify variables, distinguish between observations and opinions and defend conclusions.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Lab materials

#### **Funding Source**

02 Account

#### **Amount Needed**

\$1,000

**G6.** Identify students at risk and provide appropriate intervention and support.

**G6.B1** Attendance data for the 2013 school year indicates that 10 percent of students missed 10 percent or more of instructional time. The percent of students who miss 10 percent of instructional time during the 2014 school year will improve by 1 percentage point to 9%.

**G6.B1.S1** Provide students with incentives to improve attendance.

**Action Step 1**

Students with perfect attendance will be rewarded with attendance incentives on a bi-weekly, monthly and quarterly basis.

**Resource Type**

Evidence-Based Program

**Resource**

Attendance certificates; recognition ceremony supplies

**Funding Source**

SAC funds

**Amount Needed**

\$1,500