



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Fairlawn Elementary School

444 SW 60TH AVE

Miami, FL 33144

305-261-8880

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

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
91%

Alternative/ESE Center
No

Charter School
No

Minority Rate
99%

School Grades History

2013-14
A

2012-13
B

2011-12
A

2010-11
A

2009-10
A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Fairlawn Elementary School

Principal

Amelia P. Leth

School Advisory Council chair

Dania Alvarez

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

Name	Title
Claudia Garcia	Assistant Principal
Ramses Ancheta	Assistant Principal
Sheilys Garcia-Suarez	Reading Coach
Dania Alvarez	EESAC Chair
Annette Davis	United Teachers of Dade Steward
Carmen Murga	ELL Chair
Michelle Coll	SPED Chair

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

- Amelia Leth, Principal
- Annette Davis, Union Steward
- Claudia Lemus-Villar, Teacher
- Dania Alvarez, Teacher
- Patricia Fernandez-Andes, Teacher
- Liza Primelles-Silva, Teacher
- Sarwey Mahshie-Downs, Teacher
- Sheilys Garcia-Suarez, Alternate Teacher
- Patricia Ruiz, Educational Support Employee
- Yenisel Arce, Alternate Educational Support

- Jorge Ortiz, Parent
- Julio Ruiz, Parent
- Rafael Suarez, Parent
- Pedro Robledo, Parent
- Laura Ortiz, Parent
- Marlene Carmona, Alternate Parent
- Adlyn Hernandez, Student
- Luis Cabrera, Alternate Student
- Danny Alonso, Business/Community Representative
- Faith Fernandez , Business/Community Representative
- Ricardo Marrero, Business/Community Representative

Involvement of the SAC in the development of the SIP

The SAC of Fairlawn Elementary Community School worked cohesively in the preparation and development of the School Improvement Plan. The principal and elected members of the SAC used consensus management to improve the potential of every student.

Activities of the SAC for the upcoming school year

The SAC will continue to recommend and support strategies that promote academic and civic growth for our students. The SAC will also monitor with fidelity the implementation of the School Improvement Plan and any adjustments that need to be made through regular progress assessments. The SAC will use funds as needed to provide classrooms with materials necessary to achieve SIP objectives. The SAC will monitor data to ensure upward trends in Annual Measurable Objective 2, Interim Assessments, FAIR, and FSRP.

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

- Provide Reading Plus incentives, \$250.00
- Restock consumable science supplies, \$500.00
- Fairchild Tropical Challenge supplies, \$450.00
- Math manipulatives/consumables, \$ 500.00
- Purchase cables (technology), \$500

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Amelia P. Leth

Principal

Years as Administrator: 14

Years at Current School: 9

Credentials

Bachelors of Arts
Elementary Ed.
Master's of
Science
Educational
Technology
Certification:
Elementary Ed.
Ed. Leadership

Performance Record

2013 – B
Rdg. Proficiency, 56%
Math Proficiency, 61%
Rdg. Lrg. Gains, 67 points
Math Lrg. Gains, 61 points
Rdg. Imp. of Lowest 25% -
75 points
Math Imp. of Lowest 25% -
65 points
Rdg. AMO –78%
Math AMO–80%
2012– A
Rdg. Proficiency, 63%
Math Proficiency, 64%
Rdg. Lrg. Gains, 73 points
Math Lrg. Gains, 58 points
Rdg. Imp. of Lowest 25% -
68 points
Math Imp. of Lowest 25% -
70 points
Rdg. AMO –75%
Math AMO–78%
'11 '10 '09
School Grade A A A
AMO Reading: Hispanic N
ELL N
SWD N
ED N
AMO Mathematics: Hispanic N
ELL N
SWD N
ED N
High Standards Rdg. 85% 85% 86%
High Standards Math 87% 89% 89%
Lrng Gains-Rdg. 73% 77% 75%
Lrng Gains-Math 66% 71% 76%
Gains-Rdg-25% 78% 61% 72%
Gains-Math-25% 80% 69% 80%

Mrs. Claudia Garcia

Asst Principal

Years as Administrator: 9

Years at Current School: 2

Credentials

Bachelors of Arts
Specific Learning
Dis.
Master's of
Science Ed.
Leadership
Certification:
Specific Learning
Disabilities
Ed. Leadership

Performance Record

2013 – B
Rdg. Proficiency, 56%
Math Proficiency, 61%
Rdg. Lrg. Gains, 67 points
Math Lrg. Gains, 61 points
Rdg. Imp. of Lowest 25% -
75 points
Math Imp. of Lowest 25% -
65 points
Rdg. AMO –78%
Math AMO–80%
2012– A
Rdg. Proficiency, 63%
Math Proficiency, 64%
Rdg. Lrg. Gains, 73 points
Math Lrg. Gains, 58 points
Rdg. Imp. of Lowest 25% -
68 points
Math Imp. of Lowest 25% -
70 points
Rdg. AMO –75%
Math AMO–78%
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High Standards Math 87% 89% 89%
Lrng Gains-Rdg. 73% 77% 75%
Lrng Gains-Math 66% 71% 76%

Gains-Rdg-25% 78% 61% 72%
Gains-Math-25% 80% 69% 80%

Mr. Ramses Ancheta

Asst Principal

Years as Administrator: 9

Years at Current School: 8

Credentials

Bachelors and
Masters
Exceptional
Student Ed.
Masters Ed.
Leadership
Certification:
Varying Ex.
Ed. Leadership

Performance Record

2013 – B
Rdg. Proficiency, 56%
Math Proficiency, 61%
Rdg. Lrg. Gains, 67 points
Math Lrg. Gains, 61 points
Rdg. Imp. of Lowest 25% -
75 points
Math Imp. of Lowest 25% -
65 points
Rdg. AMO –78%
Math AMO–80%
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Math Lrg. Gains, 58 points
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Math Imp. of Lowest 25% -
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Rdg. AMO –75%
Math AMO–78%
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ELL N
SWD N
ED N
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ELL N
SWD N
ED N
High Standards Rdg. 85% 85% 86%
High Standards Math 87% 89% 89%
Lrng Gains-Rdg. 73% 77% 75%
Lrng Gains-Math 66% 71% 76%
Gains-Rdg-25% 78% 61% 72%
Gains-Math-25% 80% 69% 80%

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Mrs. Sheilys Garcia-Suarez

Full-time / School-based

Years as Coach: 7

Years at Current School: 11

Areas

Reading/Literacy

Credentials

Bachelor of Arts
in Elementary
Education
Masters of
Science in
Educational
Leadership
Certified in
Elementary Ed.,
ESOL, Ed.
Leadership

Performance Record

2013 – B
Rdg. Proficiency, 56%
Math Proficiency, 61%
Rdg. Lrg. Gains, 67 points
Math Lrg. Gains, 61 points
Rdg. Imp. of Lowest 25% -
75 points
Math Imp. of Lowest 25% -
65 points
Rdg. AMO –78%
Math AMO–80%
2012– A
Rdg. Proficiency, 63%
Math Proficiency, 64%
Rdg. Lrg. Gains, 73 points
Math Lrg. Gains, 58 points
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Math Imp. of Lowest 25% -
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School Grade A A A
AMO Reading: Hispanic N
ELL N
SWD N
ED N
AMO Mathematics: Hispanic N
ELL N
SWD N
ED N
High Standards Rdg. 85% 85% 86%
High Standards Math 87% 89% 89%
Lrng Gains-Rdg. 73% 77% 75%

Lrng Gains-Math 66% 71% 76%
 Gains-Rdg-25% 78% 61% 72%
 Gains-Math-25% 80% 69% 80%

Classroom Teachers

of classroom teachers

45

receiving effective rating or higher

45, 100%

Highly Qualified Teachers

67%

certified in-field

45, 100%

ESOL endorsed

38, 84%

reading endorsed

3, 7%

with advanced degrees

21, 47%

National Board Certified

4, 9%

first-year teachers

1, 2%

with 1-5 years of experience

2, 4%

with 6-14 years of experience

17, 38%

with 15 or more years of experience

25, 56%

Education Paraprofessionals

of paraprofessionals

2

Highly Qualified

2, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Strategies

1. Regular meetings of new teachers with Principal
2. Partnering new teachers with veteran staff
3. Soliciting referrals from current employees

Responsible

1. Principal
2. Assistant Principal
3. Principal

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

Fairlawn Elementary mentoring program rationale consists of pairing up the mentee with a veteran teacher who instructs in the same grade level. This will allow for common planning time in order for both teachers to meet and discuss effective techniques, observations and hands-on practice in the following areas: lesson planning; classroom management; classroom best practices.

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

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

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

The MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. The school will know if students have made expected levels of progress towards proficiency through the use of ongoing progress monitoring (OPM) assessments such as Voyager, SuccessMaker, Reading Plus, and Waterford Early Learning.
4. When grades, subject areas, classes, or individual students have not shown a positive response, the intervention methods will be adjusted and monitored.
5. When students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively, the Tier 1 students will continue to receive interventions and strategies to ensure academic achievements.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using

the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Select students whose implementation plan is not meeting minimum criteria will be referred for SST Tier 3 intervention.

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring 3 times per year and ongoing progress monitoring measures once per month that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Tier 1(Leadership Team)

- Administrator(s): Amelia Leth, Principal; Claudia Garcia, Assistant Principal; Ramses Ancheta, Assistant Principal: who will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources.

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

- School reading, math, and science: Sheilys Garcia, Dania Alvarez
- Special education personnel: Emily Garcia, Michelle Coll
- School guidance counselor : Isabel Guzman
- School psychologist: Dr. Erena Guemes
- School social worker: Alina Bermudez
- Member of advisory group, community stakeholders, parents: Amelia Leth, Principal; Annette Davis, Union Steward; Claudia Lemus-Villar, Teacher; Dania Alvarez, Teacher; Patricia Fernandez-Andes, Teacher; Liza Primelles-Silva, Teacher; Sarwey Mahshie-Downs, Teacher; Sheilys Garcia-Suarez, Alternate Teacher; Patricia Ruiz, Educational Support Employee; Yenisel Arce, Alternate Educational Support; Jorge Ortiz, Parent; Julio Ruiz, Parent; Rafael Suarez, Parent; Pedro Robledo, Parent; Laura Ortiz, Parent; Marlene Carmona, Alternate Parent; Adlyn Hernandez, Student; Luis Cabrera, Alternate Student; Danny Alonso, Business/Community Representative; Faith Fernandez , Business/Community Representative; Ricardo Marrero, Business/Community Representative
- In addition to Tier 1 problem solving, the Leadership Team members will meet during each grading period to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected members, the principal, assistant principal(s), reading coach, classroom teacher, and counselor of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students

by subject, grade, intervention, or other logical organization. The members will include the Reading Coach with the classroom teachers by grade level.

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

Tier 3 SST

Selected members, the principal, assistant principal(s), reading coach, classroom teacher, counselor, school psychologist and social worker of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

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

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

Data Sources

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Oral Reading Fluency Measures
- Voyager Phonemic Awareness and Phonics measures
- SuccessMaker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments (i.e. District Assessments)
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Functional Assessment
- Frequency Monitoring

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

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

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

Tiers 1 and 2, and School Support Team Training.

3. Staff will participate in the Florida RtI online training, providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using Reading Plus, SuccessMaker, and Voyager to reach a rating of at least 80% MTSS implementation in the school.

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

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

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 2,880

The before and after school tutorial program will provide additional support for English Language Learners in grades 3-5 that are demonstrating non-proficiency in the classroom. Additionally, those students ranked in the lowest 25% on FCAT 2.0 Reading and Mathematics assessments will be eligible for the tutorial programs. These programs will provide instruction in the following core academic subjects: reading and mathematics.

The teachers will also be provided with common planning in order to collaborate and share their knowledge with their learning community.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Mr. Ancheta, the Assistant Principal for Community Education, will be responsible for the before and after school tutorial program. The teachers will conduct a pre and post assessment of the students assigned to them. The data of the pre-assessment will be collected a week after the tutorial program starts and it will be analyzed by the teachers and the assistant principal to guide instruction based on students' needs. The pre and post-assessment data will measure the students' progress and indicate the effectiveness of the tutorial program.

Who is responsible for monitoring implementation of this strategy?

Mr. Ancheta, the Assistant Principal for Community Education

Strategy: Weekend Program**Minutes added to school year:** 1,890

The SAT Academy will provide additional support for English Language Learners in grades 3-5 that are demonstrating non-proficiency in the classroom. Additionally, those students ranked in the lowest 25% on FCAT 2.0 Reading and Mathematics assessments will be eligible for the tutorial programs. These programs will provide instruction in the following core academic subjects: reading and mathematics. The teachers will also be provided with common planning in order to collaborate and share their knowledge with their learning community.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Mr. Ancheta, the Assistant Principal for Community Education, will be responsible for the SAT Academy tutorial program. The teachers will conduct a pre and post assessment of the students assigned to them. The data of the pre-assessment will be collected a week after the tutorial program starts and it will be analyzed by the teachers and the assistant principal to guide instruction based on students' needs. The pre and post-assessment data will measure the students' progress and indicate the effectiveness of the tutorial program.

Who is responsible for monitoring implementation of this strategy?

Mr. Ancheta, the Assistant Principal for Community Education

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

Name	Title
Mrs. Amelia P. Leth	Principal
Mrs. Claudia Garcia	Assistant Principal
Mr. Ramses Ancheta	Community School Assistant Principal
Mrs. Sheilys Garcia-Suarez	Reading Coach
Mrs. Patricia Fernandez-Andes	Teacher
Mrs. Dania Alvarez	EESAC Chair
Ms. Annette Davis	United Teachers of Dade (UTD) Steward
Mrs. Carmen Murga	ELL Chair
Mrs. Michelle Coll	SPED Chair

How the school-based LLT functions

Principal/Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the team is implementing literacy and reading proficiency skills within the classroom, conducts assessment of literacy skills of school staff, ensures implementation of intervention support and

documentation, ensures adequate professional development to support implementation of literacy and reading proficiency skills, and communicates with parents regarding school-based literacy initiatives. Instructional Coach, Reading: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Facilitates and instructs in the implementation of the Common Core State Standards and provides training/support for all grade levels.

EESAC Chair: Meets with LLT and provides assistance and support for materials needed to promote literacy skills.

Grade Level Chairs: Provides information about literacy in core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

UTD Steward: Responsible for ensuring adherence to contract obligations within the literacy process.

ELL Chair: Participates in student data collection, integrates literacy skills into core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Special Education (SPED) Teacher: Participates in student data collection, integrates literacy skills into core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Major initiatives of the LLT

The major initiatives for this year will be to ensure that all students are making adequate gains in the area of reading proficiency; provide remediation and tutorial services to those not meeting reading proficiency skills; and identifying students for enrichment.

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

The Voluntary Pre-Kindergarten (VPK) program at Fairlawn Elementary Community School provides students with the opportunity to acquire proficiency in language and emergent reading skills necessary upon entering Kindergarten. The VPK classroom teacher utilizes the Scholastic Big Day, the High/Scope Curriculum, Waterford Early Mathematics and Science, and the VPK Education Standards that include Physical Health, Approaches of Learning, Social and Emotional Development, Language and Communication, Emergent Literacy, Mathematical and Scientific Thinking, Social Studies and The Arts, and Motor Development in order to facilitate learning and monitor student progress throughout the academic school year. The Developmental Skills Checklist (DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Specifically, the Ages and Stages Questionnaire will be completed by the parent/guardian of all incoming Kindergarten students. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding pro-social behavior, self-regulation, self-concept, and self-efficacy. Classroom experiences and school-wide activities will expose students to a school environment improving their social and emotional development. Students are involved in activities that allow them to participate and contribute in the learning process. Students transitioning from this program have the advantage of a curriculum that

prepares them for academic achievement and school readiness. We will also expand the "Welcome to Kindergarten" program to build partnerships with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the enrollment of students at the school. The principal will also meet with the center directors of neighborhood centers. Title 1 Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten (VPK). Funds are used to provide extended support through a full-time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

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	75%	56%	No	78%
American Indian				
Asian				
Black/African American				
Hispanic	74%	55%	No	77%
White				
English language learners	65%	48%	No	69%
Students with disabilities	52%	16%	No	57%
Economically disadvantaged	73%	54%	No	76%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	92	27%	44%
Students scoring at or above Achievement Level 4	93	27%	34%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0)		75%	78%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	218	55%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	125	32%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	108	27%	34%

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	79	68%	71%
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	78%	61%	No	80%
American Indian				
Asian				
Black/African American				
Hispanic	78%	60%	No	80%
White				
English language learners	73%	54%	No	76%
Students with disabilities	58%	16%	No	63%
Economically disadvantaged	75%	60%	No	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	96	28%	43%
Students scoring at or above Achievement Level 4	105	31%	37%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		61%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		65%	69%

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	27	23%	26%
Students scoring at or above Achievement Level 4	33	28%	29%

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)	1		100
Participation in STEM-related experiences provided for students	1	25%	50%

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	37	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	29	4%	3%
Students who are not proficient in reading by third grade	58	55%	50%
Students who receive two or more behavior referrals	41	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	1%	1%

Goals Summary

- G1.** The results of the 2013 FCAT 2.0 Reading Test indicate that 56% of the students achieved Level 3 and above. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Reading Test by 7 percentage points to 63%.
- G2.** The results of the 2013 FCAT Writing Test indicate that 68% of students scored a Level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 3.5 or higher by 3 percentage points to 71%.
- G3.** The results of the 2013 FCAT 2.0 Mathematics Test indicate that 61% of the students achieved Level 3 and above. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Mathematics Test by 7 percentage points to 68%.
- G4.** The results of the 2013 FCAT 2.0 Science Test indicate that 51% of students achieved Level 3 or higher proficiency. Our goal for the 2013-2014 school year is to increase Level 3 or higher proficiency by 3 percentage points to 54%.
- G5.** Our goal for the 2013-2014 school year is to increase the number of STEM-related activities from 1 to 2.
- G6.** Our goal for the 2013-2014 school year is to increase the effectiveness of identifying students who are demonstrating early warning signs to provide appropriate interventions and support.

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 56% of the students achieved Level 3 and above. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Reading Test by 7 percentage points to 63%.

Targets Supported

Resources Available to Support the Goal

- Successmaker and Reading Plus computer programs, Wonderworks Intervention Programs, McGraw Hill Reading Basal Program

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Reading Test indicate that 55% in the Hispanic subgroup scored at or above Level 3. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Reading Test by 7 percentage points to 62%. Students performance data indicates that there is a deficiency in Reporting Category 2- Reading Application; Students experience difficulties in determining the main idea or essential message in grade-level text [NGSSS-LA.3.5.1.7.3]; inferring, paraphrasing, summarizing, and identifying relevant details. [Domain #1- CCSS.ELA-Literacy RI.3.1 & RI.3.2]
- The results of the 2013 FCAT 2.0 Reading Test indicate that 48% in the English Language Learners subgroup scored at or above Level 3. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Reading Test by 7 percentage points to 55%. Students performance data indicates that there is a deficiency in Reporting Category 1- Vocabulary [LA.3.5.1.6.3]; Students experience difficulties using context clues to determine meanings of unfamiliar words [NGSSS];context clues. [Domain #2 - CCSS.ELA-Literacy L.3.4a & L.3.5]
- The results of the 2013 FCAT 2.0 Reading Test indicate that 16% in the Students With Disabilities subgroup scored at or above Level 3. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Reading Test by 7 percentage points to 23%. Students performance data indicates that there is a deficiency in Reporting Category 2- Reading Application [LA.3.5.1.7.2]; Students experience difficulties in determining author's purpose and how author's perspective influence text [NGSSS] author's perspective. [Domain #2 - CCSS.ELA-Literacy.RI.3.6]
- The results of the 2013 FCAT 2.0 Reading Test indicate that 54% in the Economically Disadvantaged subgroup scored at or above Level 3. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Reading Test by 7 percentage points to 61%. Students performance data indicates that there is a deficiency in Reporting Category 1- Vocabulary [LA.3.5.1.6.3]; Students experience difficulties using context clues to determine meanings of unfamiliar words [NGSSS];context clues. [Domain #2 - CCSS.ELA-Literacy. L.3.4a & L.3.5]
- The results of the 2013 FCAT 2.0 Reading Test indicate that 27% of the students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 7 percentage points to 34%. Students' Level 3 performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 3- Literary Analysis/Fiction/Nonfiction [LA.3-5.2.1.2] Students experienced difficulty in determining elements of structure-character development, setting, plot, problem/solution. [Domains 1 & 2, CCSS.ELA-Literacy.RL.3.3 & RL.3.6]
- The results of the 2013 FCAT 2.0 Reading Test indicate that 27% of the students achieved Levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase Levels 4 and 5 student proficiency by 7 percentage points to 34%. Students' Level 4 and 5 performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2- Reading Application [LA. 3-5.1.7.6]; Identify themes or topics across a variety of fiction or nonfiction texts. [Domains 1 & 3- CCSS.ELA-Literacy. RL.3.2 & RL.3.9]

- The results of the 2013 FCAT 2.0 Reading Test indicate that 67% of students achieved learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 3 percentage points to 70%. Students' making learning gains performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 3- Literary Analysis/Fiction/Nonfiction [LA3-5.2.1.2]; Elements of story structure – character development, setting, plot, problem/solution. [Domains 1 & 2- CCSS.ELA-Literacy RL.3.3 & RL.3.6]
- The results of the 2013 FCAT 2.0 Reading Test indicate that 75% in the lowest 25% made learning gains. Our goal for 2013-2014 is to increase the percentage of students in the lowest 25% making learning gains by 3 percentage points to 78%. Data from the 2013 FCAT for students in the lowest 25% indicates that there is a deficiency in Reporting Category 1- Vocabulary [LA.3-5.1.6.9]; Students experienced difficulties determining multiple meanings in context. [Domain #2 - CCSS.ELA-Literacy. RI.3.4 & L.3.4]
- The results of the 2013 CELLA Test indicate that 55% of students achieved proficiency in Listening/Speaking Skills. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 60%. Listening: ELL students lack the skills needed to effectively assimilate instructional concepts to the home language at their level of understanding in English. Speaking: ELL students lack the skills needed to effectively communicate using characterization. The results for the 2013 CELLA Test indicate that 32% of students achieved proficiency in Reading Skills. Our goal for the 2013-2014 school year is to increase proficiency by 7 percentage points to 39%. ELL students require additional opportunities to read in English. The results of the 2013 CELLA Test indicate that 27% of students achieved proficiency in Writing. Our goal for the 2013-2014 school year is to increase student proficiency by 7 percentage points to 34%. ELL students lack the skills needed to effectively communicate in writing through the use of rubrics due to lack of training. .

Plan to Monitor Progress Toward the Goal

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Monthly Quarterly

Evidence of Completion:

Formative Assessments: District Interim Assessments Summative Assessments: CELLA: 2014 FCAT 2.0 Reading

G2. The results of the 2013 FCAT Writing Test indicate that 68% of students scored a Level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 3.5 or higher by 3 percentage points to 71%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Exemplar text, McGraw Hill Reading Basal Program

Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 FCAT Writing Test indicates that students require additional support with fluency in expository essay writing. Students experienced difficulty in expository essays that contain introductory, body and concluding paragraphs [NGSS LA.4.4.2.3]
- Students experienced difficulty in narrative essays based on real or imagined ideas, events, or observations that included characters, setting, plot, sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience. [NGSS LA.4.4.1.1]

Plan to Monitor Progress Toward the Goal

Following the FCIM, monthly writing prompts will be scored by teachers and reviewed by the LLT in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessments: District Mid-Year Assessment Summative Assessment: 2014 FCAT 2.0 Writing Assessment

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 61% of the students achieved Level 3 and above. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Mathematics Test by 7 percentage points to 68%.

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

- Houghton Mifflin Harcourt Mathematics Series, SuccessMaker, Gizmos

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 60% in the Hispanic subgroup scored at or above level 3. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Mathematics Test by 7 percentage points to 67%. Hispanic students need increased opportunities using Mathematical Practices of the Common Core State Standards, support with mathematical fluency and problem solving proficiency in the areas of multi-digit division, and addition and subtraction with fractions, mixed numbers, and decimals.
- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 54% in the ELL subgroup scored at or above Level 3. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Mathematics Test by 7 percentage points to 61%. ELL students need multiple opportunities for mathematical exploration and the development of student understanding of geometric and measurement concepts through the use of manipulatives and engaging opportunities for practice.
- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 16% in the SWD subgroup scored at or above level 3. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Mathematics Test by 7 percentage points to 23%. SWD need multiple opportunities of grade-level appropriate activities using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of determining the area of two-dimensional shapes, and identifying angles and transformations.
- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 60% in the ED subgroup scored at or above level 3. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Mathematics Test by 7 percentage points to 67%. ED students need multiple opportunities to foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.
- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 28% of the students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 7 percentage points to 35%. According to the results of the 2013 FACT 2.0 Mathematics Test, students in Grades 3 and 4 experienced difficulty in Reporting Category- Number Fractions. Students need increased opportunities to use Mathematical Practices of the Common Core Standards, support mathematical fluency and problem solving proficiency in the areas of relating decimals, fractions, and percents; and comparing and ordering fractions and decimals. According to the results of the 2013 FACT 2.0 Mathematics Test, students in Grade 5 experienced difficulty in Reporting Category- Geometry and Measurement. Students need increased activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area.
- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 31% of the students achieved Levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase Levels 4 and 5

proficiency by 6 percentage points to 37%. According to the results of the 2013 FACT 2.0 Mathematics Test, students in Grade 3 experienced difficulty in Reporting Category- Number: Operations, Problems, and Statistic. Students need increased opportunities using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs. According to the results of the 2013 FACT 2.0 Mathematics Test, students in Grades 4 experienced difficulty in Reporting Category- Geometry and Measurement. Students need many and varied opportunities using Mathematical Practices of the Common Core State Standards, support with mathematical fluency and problem solving proficiency in the areas of determining the area of two-dimensional shapes, and identifying angles and transformations. According to the results of the 2013 FACT 2.0 Mathematics Test, students in Grade 5 experienced difficulty in Reporting Category- Number: Base Ten and Fractions. Students need increased opportunities using Mathematical Practices of the Common Core State Standards, support with mathematical fluency and problem solving proficiency in the areas of multi-digit division, and addition and subtraction with fractions, mixed numbers, and decimals.

- The results for the 2013 FCAT 2.0 Mathematics Test indicate that 61% of the students achieved learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 4 percentage points to 65%. Students making learning gains in Grade 3 and 4 need additional support in Reporting Category- Geometry and Measurement, using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of properties of two-dimensional shapes, perimeter, measurement, identifying angles and transformations. Students making learning gains in Grade 5 need additional support in Reporting Category- Expressions, Equations, and Statistics, using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of solving equations and analyzing data.
- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 65% in the lowest 25% made learning gains. Our goal for 2013-2014 is to increase the percentage of students in the lowest 25% making learning gains by 4 percentage points to 69%. According to the results of the 2013 FACT 2.0, students in Grades 3 experienced difficulty in Reporting Category- Number Fractions. Students will be provided with contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulative/ models and engaging opportunities for practice. According to the results of the 2013 FACT 2.0, students in Grades 4 and 5 experienced difficulty in Reporting Category- Geometry and Measurement. Students need increased activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area.

Plan to Monitor Progress Toward the Goal

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

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

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

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Gizmos, Sciencosaur, Discovery Education, AIMS

Targeted Barriers to Achieving the Goal

- As noted on the 2013 Science FCAT 2.0, students in Grade 5 had most difficulty with mastery of Nature of Science.
- The results of the 2013 FCAT 2.0 Science Test indicate that 28% of students achieved Levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase Levels 4 and 5 student proficiency by 1 percentage point to 29%. As noted on the 2013 Science FCAT 2.0, students in Levels 4 and 5 proficiency had most difficulty with mastery of Physical Science. Students performing at the mastery level of this reporting category will consistently be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Plan to Monitor Progress Toward the Goal

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessments: District Interim Assessments Summative Assessment: 2014 FCAT 2.0 Science Assessment

G5. Our goal for the 2013-2014 school year is to increase the number of STEM-related activities from 1 to 2.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Award ribbons, Fairchild Challenge supplies

Targeted Barriers to Achieving the Goal

- The number of STEM-related activities needs to increase from 1 to 2.

Plan to Monitor Progress Toward the Goal

Ensure submissions meet requirements and adhere to the timelines set by Fairchild Tropical Challenge, Miami-Dade County Youth Fair and School/District Science Fair Entries, and National Girls' Collaborative Project

Person or Persons Responsible

Math/ Science Liaison

Target Dates or Schedule:

As per prescribed deadlines and due dates

Evidence of Completion:

Attendance/completion of Fairchild Tropical Challenge Project entries to the Miami-Dade County Youth Fair, School/District Science Fair, completion of National Girls' Collaborative Project activities

G6. Our goal for the 2013-2014 school year is to increase the effectiveness of identifying students who are demonstrating early warning signs to provide appropriate interventions and support.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Incentives, Before and After school counseling and tutoring

Targeted Barriers to Achieving the Goal

- Early Warning System 2013 data indicate that 5% of the students missed 10% or more of available instructional time. Our goal for 2013-2014 school year is to decrease the percentage of students that missed 10% or more of available instructional time by 1 percentage point to 4%.
- Early Warning System 2013 data indicate that 4% of the students were retained in grades prekindergarten to fifth grade. Our goal for 2013-2014 school year is to decrease the percentage of students retained in grades prekindergarten to fifth grade by 1 percentage point to 3%. Early Warning System 2013 data indicate that 55% of the students are not proficient in reading by third grade. Our goal for 2013-2014 school year is to decrease the percentage of students that are not proficient in reading by third grade by 5 percentage points to 50%.
- Early Warning System 2013 data indicate that 6% of the students received two or more behavior referrals. Our goal for 2013-2014 school year is to decrease the percentage of students that received two or more behavior referrals by 1 percentage point to 5%.

Plan to Monitor Progress Toward the Goal

Following the School-Based Alternatives to Suspension Plan, students who exhibit behavior problems will be closely monitored.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

District Indoor/Outdoor Suspension Reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 56% of the students achieved Level 3 and above. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Reading Test by 7 percentage points to 63%.

G1.B1 The results of the 2013 FCAT 2.0 Reading Test indicate that 55% in the Hispanic subgroup scored at or above Level 3. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Reading Test by 7 percentage points to 62%. Students performance data indicates that there is a deficiency in Reporting Category 2- Reading Application; Students experience difficulties in determining the main idea or essential message in grade-level text [NGSSS- LA.3.5.1.7.3]; inferring, paraphrasing, summarizing, and identifying relevant details. [Domain #1- CCSS.ELA-Literacy RI.3.1 & RI.3.2]

G1.B1.S1 Provide students with opportunities to determine the main idea or essential message in grade-level text.

Action Step 1

During differentiated instruction, students will receive instruction targeting main idea/message (stated and implied) relevant details, chronological order, and conclusions/inferences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Teacher Assessments, SuccessMaker and Reading Plus Reports

Facilitator:

Reading Coach

Participants:

K-5th Grade teachers will participate in a PD for the new Basal Wonders McGraw Hill Reading series.

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

Classroom observations and/or visits

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly Quarterly

Evidence of Completion

Student Work Folders/ Lesson Plans

Plan to Monitor Effectiveness of G1.B1.S1

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly Monthly

Evidence of Completion

Formative Assessments: District Interim Assessment/ Unit Tests

G1.B2 The results of the 2013 FCAT 2.0 Reading Test indicate that 48% in the English Language Learners subgroup scored at or above Level 3. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Reading Test by 7 percentage points to 55%. Students performance data indicates that there is a deficiency in Reporting Category 1- Vocabulary [LA.3.5.1.6.3]; Students experience difficulties using context clues to determine meanings of unfamiliar words [NGSSS];context clues. [Domain #2 - CCSS.ELA-Literacy L.3.4a & L.3.5]

G1.B2.S1 Provide students with opportunities to determine meanings of unfamiliar words using context clues.

Action Step 1

During differentiated instruction, students will be provided with a variety of strategies to determine meanings of unfamiliar words.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Teacher Assessments, SuccessMaker and Reading Plus Reports

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

Classroom observations and/or visits

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly Quarterly

Evidence of Completion

Student Work Folders/ Lesson Plans

Plan to Monitor Effectiveness of G1.B2.S1

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly Monthly

Evidence of Completion

Formative Assessments: District Interim Assessments/ Unit Tests

G1.B3 The results of the 2013 FCAT 2.0 Reading Test indicate that 16% in the Students With Disabilities subgroup scored at or above Level 3. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Reading Test by 7 percentage points to 23%. Students performance data indicates that there is a deficiency in Reporting Category 2- Reading Application [LA.3.5.1.7.2]; Students experience difficulties in determining author's purpose and how author's perspective influence text [NGSSS] author's perspective. [Domain #2 - CCSS.ELA-Literacy.RI.3.6]

G1.B3.S1 Provide students with opportunities to determine author's purpose and how author's perspective influence text.

Action Step 1

During differentiated instruction, teachers will utilize author's purpose charts, time lines, cause and effect chains, and/or Venn diagrams to address the identified deficiency.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Teacher Assessments, SuccessMaker and Reading Plus Reports

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

Classroom observations and/or visits

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly Monthly

Evidence of Completion

Student Work Folders/ Lesson Plans

Plan to Monitor Effectiveness of G1.B3.S1

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly Monthly

Evidence of Completion

Formative Assessments: District Interim Assessments/ Unit Tests

G1.B4 The results of the 2013 FCAT 2.0 Reading Test indicate that 54% in the Economically Disadvantaged subgroup scored at or above Level 3. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Reading Test by 7 percentage points to 61%. Students performance data indicates that there is a deficiency in Reporting Category 1- Vocabulary [LA.3.5.1.6.3]; Students experience difficulties using context clues to determine meanings of unfamiliar words [NGSSS];context clues. [Domain #2 - CCSS.ELA-Literacy. L.3.4a & L.3.5]

G1.B4.S1 Students will be provided with opportunities to determine meanings of unfamiliar words using context clues.

Action Step 1

Teachers will utilize various instructional strategies such as concept of definition maps, multiple meaning charts and context clues charts to address the identified deficiency.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Teacher Assessments, SuccessMaker and Reading Plus Reports

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

Classroom observations and/or visits

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly Monthly

Evidence of Completion

Student Work Folders/ Lesson Plans

Plan to Monitor Effectiveness of G1.B4.S1

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly Monthly

Evidence of Completion

Formative Assessments: District Interim Assessments/ Unit Tests

G1.B5 The results of the 2013 FCAT 2.0 Reading Test indicate that 27% of the students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 7 percentage points to 34%. Students' Level 3 performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 3- Literary Analysis/Fiction/Nonfiction [LA.3-5.2.1.2] Students experienced difficulty in determining elements of structure-character development, setting, plot, problem/solution. [Domains 1 & 2, CCSS.ELA-Literacy.RL.3.3 & RL. 3.6]

G1.B5.S1 Students will be provided with opportunities to determine elements of structure-character development, setting, plot, problem/solution.

Action Step 1

Students will practice identifying point of view through the use of concept maps.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Teacher Assessments, SuccessMaker and Reading Plus Reports

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

Classroom observations and/or visits

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly Quarterly

Evidence of Completion

Formative Assessments: Student Work Folders/ Lesson Plans

Plan to Monitor Effectiveness of G1.B5.S1

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly Monthly

Evidence of Completion

Formative Assessments: District Interim Assessments/ Unit tests

G1.B6 The results of the 2013 FCAT 2.0 Reading Test indicate that 27% of the students achieved Levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase Levels 4 and 5 student proficiency by 7 percentage points to 34%. Students' Level 4 and 5 performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2- Reading Application [LA. 3-5.1.7.6]; Identify themes or topics across a variety of fiction or nonfiction texts. [Domains 1 & 3- CCSS.ELA-Literacy. RL.3.2 & RL.3.9]

G1.B6.S1 Students will be provided with opportunities to identify themes or topics across a variety of fiction or nonfiction texts.

Action Step 1

Teachers will provide students with opportunities to refer to details and examples in a text to determine what the text says explicitly and to draw inferences from text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Teacher Assessments, SuccessMaker and Reading Plus Reports

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

Classroom observations and/or visits

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly Quarterly

Evidence of Completion

Student Work Folders Lesson Plans

Plan to Monitor Effectiveness of G1.B6.S1

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments/ Unit Tests

G1.B7 The results of the 2013 FCAT 2.0 Reading Test indicate that 67% of students achieved learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 3 percentage points to 70%. Students' making learning gains performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 3- Literary Analysis/Fiction/Nonfiction [LA3-5.2.1.2]; Elements of story structure – character development, setting, plot, problem/solution. [Domains 1 & 2- CCSS.ELA-Literacy RL.3.3 & RL.3.6]

G1.B7.S1 Students will be provided with opportunities to determine elements of story structure– character development, setting, plot, problem/solution.

Action Step 1

During differentiated instruction, students will be provided with opportunities to identify and interpret elements of structure within and across texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Teacher Assessments, SuccessMaker and Reading Plus Reports

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

Classroom observations and/or visits

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly Quarterly

Evidence of Completion

Student Work Folders/ Lesson Plans

Plan to Monitor Effectiveness of G1.B7.S1

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments/ Unit Tests

G1.B8 The results of the 2013 FCAT 2.0 Reading Test indicate that 75% in the lowest 25% made learning gains. Our goal for 2013-2014 is to increase the percentage of students in the lowest 25% making learning gains by 3 percentage points to 78%. Data from the 2013 FCAT for students in the lowest 25% indicates that there is a deficiency in Reporting Category 1- Vocabulary [LA.3-5.1.6.9]; Students experienced difficulties determining multiple meanings in context. [Domain #2 - CCSS.ELA-Literacy. RI.3.4 & L.3.4]

G1.B8.S1 Students will be provided with opportunities to determine multiple meanings in context.

Action Step 1

Students will be provided with opportunities to determine meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Teacher Assessments, SuccessMaker and Reading Plus Reports

Facilitator:

Reading Coach

Participants:

K-5th Grade teachers will participate in a PD for the new Wonderworks Intervention series.

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

Classroom observations and/or visits

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly Quarterly

Evidence of Completion

Student Work Folders/ Lesson Plans

Plan to Monitor Effectiveness of G1.B8.S1

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments/ Unit Tests

G1.B9 The results of the 2013 CELLA Test indicate that 55% of students achieved proficiency in Listening/Speaking Skills. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 60%. Listening: ELL students lack the skills needed to effectively assimilate instructional concepts to the home language at their level of understanding in English. Speaking: ELL students lack the skills needed to effectively communicate using characterization. The results for the 2013 CELLA Test indicate that 32% of students achieved proficiency in Reading Skills. Our goal for the 2013-2014 school year is to increase proficiency by 7 percentage points to 39%. ELL students require additional opportunities to read in English. The results of the 2013 CELLA Test indicate that 27% of students achieved proficiency in Writing. Our goal for the 2013-2014 school year is to increase student proficiency by 7 percentage points to 34%. ELL students lack the skills needed to effectively communicate in writing through the use of rubrics due to lack of training. .

G1.B9.S1 Students will be provided with opportunities to assimilate instructional concepts to the home language at their level of understanding in English and to effectively communicate using characterization.

Action Step 1

Listening: ELL students will participate in before and after school tutoring that will emphasize the following ELL strategies: Monitor and adapt speech to ELL students: In using English with ELL students, the teacher should also listen carefully to his/her own language use and try to adapt it to meet the students' level of understanding of English. Speaking: Students assume the roles of characters and collaboratively create stories. Students determine the actions of their characters based on their characterization, and the actions succeed or fail according to a formal system of rules and guidelines.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Teacher Assessments, SuccessMaker and Reading Plus Reports

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

Classroom observations and/or visits

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly Quarterly

Evidence of Completion

Student Work Folders/ Lesson Plans

Plan to Monitor Effectiveness of G1.B9.S1

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments/ Unit Tests

G1.B9.S2 Students will be provided with additional opportunities to read in English.

Action Step 1

Differentiated instruction will be employed to address individual needs along with Reciprocal Teaching strategies. KWL charts will be utilized to build background knowledge. Chunking will also be utilized to improve students' vocabulary development and fluency.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Teacher Assessments, SuccessMaker and Reading Plus Reports

Plan to Monitor Fidelity of Implementation of G1.B9.S2

Classroom observations and/or visits

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly Quarterly

Evidence of Completion

Student Work Folders/ Lesson Plans

Plan to Monitor Effectiveness of G1.B9.S2

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments/ Unit Tests

G1.B9.S3 Students will be provided with opportunities to effectively communicate in writing through the use of rubrics.

Action Step 1

ELL students will participate in before and after school tutoring that will emphasize the following ELL strategies: Students generate narrative, expository, persuasive, or reference paper. Student produces written document that can be scored on content or language components as a written sample. It can be scored with a rubric or rating scale. This writing sample can determine what writing process the student needs direct instruction in.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Teacher Assessments, SuccessMaker and Reading Plus Reports

Plan to Monitor Fidelity of Implementation of G1.B9.S3

Classroom observations and/or visits

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly Quarterly

Evidence of Completion

Student Work Folders/ Lesson Plans

Plan to Monitor Effectiveness of G1.B9.S3

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments/ Unit Tests

G2. The results of the 2013 FCAT Writing Test indicate that 68% of students scored a Level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 3.5 or higher by 3 percentage points to 71%.

G2.B1 Students' performance data from the 2013 FCAT Writing Test indicates that students require additional support with fluency in expository essay writing. Students experienced difficulty in expository essays that contain introductory, body and concluding paragraphs [NGSS LA.4.4.2.3]

G2.B1.S1 Students will be provided with support with fluency in expository essays that contain introductory, body and concluding paragraphs.

Action Step 1

Students will generate ideas from multiple sources, use appropriate transitions that connect the supporting details, and will be provided with individualized and small group writing instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly Writing Prompts, Teacher Assessments

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

Classroom observations and/or visits

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work Folders/ Lesson Plans

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM, monthly writing prompts will be scored by teachers and reviewed by the LLT in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Mid-Year Assessment/ Summative Assessment: 2014 FCAT 2.0 Writing Assessment

G2.B2 Students experienced difficulty in narrative essays based on real or imagined ideas, events, or observations that included characters, setting, plot, sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience. [NGSS LA.4.4.1.1]

G2.B2.S1 Students will be provided with opportunities to write narrative essays based on real or imagined ideas, events, or observations that included characters, setting, plot, sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience.

Action Step 1

Students will be encouraged to write narrative essays that include a main idea and characters by reading personal narratives to notice text characteristics and author's craft techniques, determining purpose and audience, and sharing published writing by speaking and using clearly complete sentences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly Writing Prompts/ Teacher Assessments

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

Classroom observations and/or visits

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work Folders/ Lesson Plans

Plan to Monitor Effectiveness of G2.B2.S1

Following the FCIM, monthly writing prompts will be scored by teachers and reviewed by the LLT in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Mid-Year Assessment/ Summative Assessment: 2014 FCAT 2.0 Writing Assessment

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 61% of the students achieved Level 3 and above. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Mathematics Test by 7 percentage points to 68%.

G3.B1 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 60% in the Hispanic subgroup scored at or above level 3. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Mathematics Test by 7 percentage points to 67%. Hispanic students need increased opportunities using Mathematical Practices of the Common Core State Standards, support with mathematical fluency and problem solving proficiency in the areas of multi-digit division, and addition and subtraction with fractions, mixed numbers, and decimals.

G3.B1.S1 Students will be provided with opportunities to use Mathematical Practices of the Common Core State Standards, support with mathematical fluency and problem solving proficiency in the areas of multi-digit division, and addition and subtraction with fractions, mixed numbers, and decimals.

Action Step 1

Students will be provided with opportunities to add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Go Math! Series Assessments, Teacher Assessments, SuccessMaker and Gizmos Reports

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

Classroom observations and/or visits

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work Folders/ Lesson Plans

Plan to Monitor Effectiveness of G3.B1.S1

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessments/ Benchmark Assessments

G3.B2 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 54% in the ELL subgroup scored at or above Level 3. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Mathematics Test by 7 percentage points to 61%. ELL students need multiple opportunities for mathematical exploration and the development of student understanding of geometric and measurement concepts through the use of manipulatives and engaging opportunities for practice.

G3.B2.S1 Students will be provided with opportunities for mathematical exploration and the development of student understanding of geometric and measurement concepts through the use of manipulatives and engaging opportunities for practice.

Action Step 1

Students will be provided with opportunities to determine the area of a rectangle or composite shape made only of rectangles on a plane by counting whole units with or without grid lines shown through the rectangle or composite shape.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Go Math! Series Assessments, Teacher Assessments, SuccessMaker and Gizmos Reports

Facilitator:

SuccessMaker Liason

Participants:

2nd-5th Grade teachers will participate in a SuccessMaker PD.

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

Classroom observations and/or visits

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work Folders/ Lesson Plans

Plan to Monitor Effectiveness of G3.B2.S1

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessments/ Benchmark Assessments

G3.B3 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 16% in the SWD subgroup scored at or above level 3. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Mathematics Test by 7 percentage points to 23%. SWD need multiple opportunities of grade-level appropriate activities using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of determining the area of two-dimensional shapes, and identifying angles and transformations.

G3.B3.S1 Students will be provided with opportunities to support mathematical fluency and problem solving proficiency in the areas of determining the area of two-dimensional shapes, and identifying angles and transformations.

Action Step 1

Students will be provided with opportunities to determine the area of a rectangle or composite shape made only of rectangles on a plane by counting whole units with or without grid lines shown through the rectangle or composite shape, identifying acute, obtuse, right, or straight angles, identifying a shape that is the result of one rotation or one reflection of the given shape, and identifying a two-dimensional front or top view of a given three-dimensional figure.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Go Math! Series Assessments, Teacher Assessments, SuccessMaker and Gizmos Reports

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

Classroom observations and/or visits

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work Folders/ Lesson Plans

Plan to Monitor Effectiveness of G3.B3.S1

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessments/ Benchmark Assessments

G3.B4 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 60% in the ED subgroup scored at or above level 3. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Mathematics Test by 7 percentage points to 67%. ED students need multiple opportunities to foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

G3.B4.S1 Students will be provided with opportunities to foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

Action Step 1

Students will be provided with opportunities to identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts and to identify fact families that demonstrate the inverse relationship between multiplication and division.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Go Math! Series Assessments, Teacher Assessments, SuccessMaker and Gizmos Reports

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

Classroom observations and/or visits

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work Folders/ Lesson Plans

Plan to Monitor Effectiveness of G3.B4.S1

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessments/ Benchmark Assessments

G3.B5 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 28% of the students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 7 percentage points to 35%. According to the results of the 2013 FACT 2.0 Mathematics Test, students in Grades 3 and 4 experienced difficulty in Reporting Category- Number Fractions. Students need increased opportunities to use Mathematical Practices of the Common Core Standards, support mathematical fluency and problem solving proficiency in the areas of relating decimals, fractions, and percents; and comparing and ordering fractions and decimals. According to the results of the 2013 FACT 2.0 Mathematics Test, students in Grade 5 experienced difficulty in Reporting Category- Geometry and Measurement. Students need increased activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area.

G3.B5.S1 Third and fourth grade students will be provided with opportunities to use Mathematical Practices of the Common Core Standards, support mathematical fluency and problem solving proficiency in the areas of relating decimals, fractions, and percents; and comparing and ordering fractions and decimals.

Action Step 1

Students will be provided with opportunities to identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, to compare and order fractions, including fractions greater than one, using models or strategies, and to identify an equivalent fraction, excluding fractions greater than one, using a model.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Go Math! Series Assessments, Teacher Assessments, SuccessMaker and Gizmos Reports

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

Classroom observations and/or visits

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work Folders/ Lesson Plans

Plan to Monitor Effectiveness of G3.B5.S1

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessments/ Benchmark Assessments

G3.B5.S2 Fifth grade students will be provided with opportunities to promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area.

Action Step 1

Students will be provided with opportunities to determine the volume of prisms and determine the surface area of prisms given a graphic or net, to solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Go Math! Series Assessments, Teacher Assessments, SuccessMaker and Gizmos Reports

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

Classroom observations and/or visits

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work Folders/ Lesson Plans

Plan to Monitor Effectiveness of G3.B5.S2

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessments/ Benchmark Assessments

G3.B6 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 31% of the students achieved Levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase Levels 4 and 5 proficiency by 6 percentage points to 37%. According to the results of the 2013 FACT 2.0 Mathematics Test, students in Grade 3 experienced difficulty in Reporting Category- Number: Operations, Problems, and Statistic. Students need increased opportunities using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs. According to the results of the 2013 FACT 2.0 Mathematics Test, students in Grades 4 experienced difficulty in Reporting Category- Geometry and Measurement. Students need many and varied opportunities using Mathematical Practices of the Common Core State Standards, support with mathematical fluency and problem solving proficiency in the areas of determining the area of two-dimensional shapes, and identifying angles and transformations. According to the results of the 2013 FACT 2.0 Mathematics Test, students in Grade 5 experienced difficulty in Reporting Category- Number: Base Ten and Fractions. Students need increased opportunities using Mathematical Practices of the Common Core State Standards, support with mathematical fluency and problem solving proficiency in the areas of multi-digit division, and addition and subtraction with fractions, mixed numbers, and decimals.

G3.B6.S1 Third grade students will be provided with opportunities to use Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs.

Action Step 1

Students will be provided with opportunities to describe and apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division and to describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction, or multiplication.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Go Math! Series Assessments, Teacher Assessments, SuccessMaker and Gizmos Reports

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

Classroom observations and/or visits

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work Folders/ Lesson Plans

Plan to Monitor Effectiveness of G3.B6.S1

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessments/ Benchmark Assessments

G3.B6.S2 Fourth grade students will be provided with opportunities to use Mathematical Practices of the Common Core State Standards, support with mathematical fluency and problem solving proficiency in the areas of determining the area of two-dimensional shapes, and identifying angles and transformations.

Action Step 1

Students will be provided with opportunities to engage in real-world context activities to identify area formula and classifying angles.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Go Math! Series Assessments, Teacher Assessments, SuccessMaker and Gizmos Reports

Plan to Monitor Fidelity of Implementation of G3.B6.S2

Classroom observations and/or visits

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work Folders/ Lesson Plans

Plan to Monitor Effectiveness of G3.B6.S2

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessments/ Benchmark Assessments

G3.B6.S3 Fifth grade students will be provided with opportunities to increase the use of Mathematical Practices of the Common Core State Standards, support with mathematical fluency and problem solving proficiency in the areas of multi-digit division, and addition and subtraction with fractions, mixed numbers, and decimals.

Action Step 1

Students will be provided with opportunities to interpret solutions to division situations, including remainders and to add and subtract fractions fluently with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals fluently and use models, place value, or properties in real-world situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Go Math! Series Assessments, Teacher Assessments, SuccessMaker and Gizmos Reports

Plan to Monitor Fidelity of Implementation of G3.B6.S3

Classroom observations and/or visits

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work Folders/ Lesson Plans

Plan to Monitor Effectiveness of G3.B6.S3

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessments/ Benchmark Assessments

G3.B7 The results for the 2013 FCAT 2.0 Mathematics Test indicate that 61% of the students achieved learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 4 percentage points to 65%. Students making learning gains in Grade 3 and 4 need additional support in Reporting Category- Geometry and Measurement, using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of properties of two-dimensional shapes, perimeter, measurement, identifying angles and transformations. Students making learning gains in Grade 5 need additional support in Reporting Category- Expressions, Equations, and Statistics, using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of solving equations and analyzing data.

G3.B7.S1 Third and fourth grade students will be provided with opportunities to use Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of properties of two-dimensional shapes, perimeter, measurement , identifying angles and transformations.

Action Step 1

Students will be provided with opportunities to utilize manipulatives to compose, decompose, and transform polygons and to analyze and create other polygons.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Go Math! Series Assessments, Teacher Assessments, SuccessMaker and Gizmos Reports

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

Classroom observations and/or visits

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work Folders/ Lesson Plans

Plan to Monitor Effectiveness of G3.B7.S1

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessments/ Benchmark Assessments

G3.B7.S2 Fifth grade students will be provided with opportunities to use Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of solving equations and analyzing data.

Action Step 1

Students will be provided with opportunities to support mathematical fluency and problem solving skills in the areas of solving equations and analyzing data by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Go Math! Series Assessments, Teacher Assessments, SuccessMaker and Gizmos Reports

Plan to Monitor Fidelity of Implementation of G3.B7.S2

Classroom observations and/or visits

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work Folders/ Lesson Plans

Plan to Monitor Effectiveness of G3.B7.S2

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessments/ Benchmark Assessments

G3.B8 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 65% in the lowest 25% made learning gains. Our goal for 2013-2014 is to increase the percentage of students in the lowest 25% making learning gains by 4 percentage points to 69%. According to the results of the 2013 FACT 2.0, students in Grades 3 experienced difficulty in Reporting Category- Number Fractions. Students will be provided with contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulative/ models and engaging opportunities for practice. According to the results of the 2013 FACT 2.0, students in Grades 4 and 5 experienced difficulty in Reporting Category- Geometry and Measurement. Students need increased activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area.

G3.B8.S1 Third grade students will be provided with opportunities for mathematical exploration and the development of student understanding of fractions through the use of manipulative/ models and engaging opportunities for practice.

Action Step 1

Teachers will provide opportunities to identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, to compare and order fractions, including fractions greater than one, using models or strategies, and to identify an equivalent fraction, excluding fractions greater than one, using a model.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Go Math! Series Assessments, Teacher Assessments, SuccessMaker and Gizmo Reports

Facilitator:

Math/Science Liaison

Participants:

K-5th Grade teachers will participate in a Common Core State Standards PD.

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

Classroom observations and/or visits

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work Folders/ Lesson Plans

Plan to Monitor Effectiveness of G3.B8.S1

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessments/ Benchmark Assessments

G3.B8.S2 Fourth and fifth grade students will be provided with opportunities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area.

Action Step 1

Teachers will provide opportunities for students to determine the area of a rectangle or composite shape made only of rectangles on a plane by counting whole units with or without grid lines shown through the rectangles or composite shape and to determine volume of prisms and determine the surface area of prisms given a graphic or net, to solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Go Math! Series Assessments, Teacher Assessments, SuccessMaker and Gizmo Reports

Plan to Monitor Fidelity of Implementation of G3.B8.S2

Classroom observations and/or visits

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work Folders/ Lesson Plans

Plan to Monitor Effectiveness of G3.B8.S2

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessments/ Benchmark Assessments

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

G4.B1 As noted on the 2013 Science FCAT 2.0, students in Grade 5 had most difficulty with mastery of Nature of Science.

G4.B1.S1 Students will be provided with opportunities to participate in inquiry-based activities and practice all steps of the scientific method.

Action Step 1

Provide students with opportunities to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions. Provide students with virtual lab activities through the use of Gizmos.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Teacher Assessments and Gizmo Reports

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

Classroom observations and/or visits

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work Folders/ Lesson Plans

Plan to Monitor Effectiveness of G4.B1.S1

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessments/ Unit Tests

G4.B2 The results of the 2013 FCAT 2.0 Science Test indicate that 28% of students achieved Levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase Levels 4 and 5 student proficiency by 1 percentage point to 29%. As noted on the 2013 Science FCAT 2.0, students in Levels 4 and 5 proficiency had most difficulty with mastery of Physical Science. Students performing at the mastery level of this reporting category will consistently be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

G4.B2.S1 Students will be provided with opportunities to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Action Step 1

Students will participate in scientific enrichment activities to present, refine, and evaluate scientific questions about physical science.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Teacher Assessments

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

Classroom observations and/or visits

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work Folders/ Lesson Plans

Plan to Monitor Effectiveness of G4.B2.S1

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Unit Tests/ District Interim Assessments

G5. Our goal for the 2013-2014 school year is to increase the number of STEM-related activities from 1 to 2.

G5.B1 The number of STEM-related activities needs to increase from 1 to 2.

G5.B1.S1 Incorporate an interdisciplinary approach to education through environmental projects and activities, encourage teamwork and cooperative learning, promote civic responsibility among students, teachers and the community, and foster creativity and critical thinking in students facilitated by such programs as Fairchild Tropical Challenge, Miami-Dade County Youth Fair entries, School/District Science Fair, and the National Girls' Collaborative Project.

Action Step 1

Establish committees for Fairchild Tropical Challenge, Miami-Dade County Youth Fair, School/District Science Fair, and the National Girls' Collaborative Project.

Person or Persons Responsible

Teachers and Math/ Science Liaison

Target Dates or Schedule

As per prescribed deadlines and due dates

Evidence of Completion

Attendance/completion of Fairchild Tropical Challenge Project, entries to the Miami-Dade County Youth Fair, School/District Science Fair, completion of National Girls' Collaborative Project activities

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

Monitor Fairchild Tropical Challenge progress, timelines for the Miami-Dade County Youth Fair and School/District Science Fair Entries, and National Girls' Collaborative Project activities.

Person or Persons Responsible

Committee Leaders

Target Dates or Schedule

Monthly

Evidence of Completion

Final submissions to Fairchild Tropical Challenge Project, entries to the Miami-Dade County Youth Fair, School/District Science Fair, completion of National Girls' Collaborative Project activities

Plan to Monitor Effectiveness of G5.B1.S1

Ensure submissions meet requirements and adhere to the timelines set by Fairchild Tropical Challenge, Miami-Dade County Youth Fair and School/District Science Fair Entries, and National Girls' Collaborative Project

Person or Persons Responsible

Math/ Science Liaison

Target Dates or Schedule

As per prescribed deadlines and due dates

Evidence of Completion

Submission confirmations from Fairchild Tropical Challenge Project entries to the Miami-Dade County Youth Fair, School/District Science Fair, and National Girls' Collaborative Project activities

G6. Our goal for the 2013-2014 school year is to increase the effectiveness of identifying students who are demonstrating early warning signs to provide appropriate interventions and support.

G6.B1 Early Warning System 2013 data indicate that 5% of the students missed 10% or more of available instructional time. Our goal for 2013-2014 school year is to decrease the percentage of students that missed 10% or more of available instructional time by 1 percentage point to 4%.

G6.B1.S1 Students who have missed more than 10% of instructional time in the first quarter will be monitored closely.

Action Step 1

Students identified as developing a pattern of 3 unexcused absences will be referred to the MTSS/Rtl Team. The classroom teacher will send a letter notifying the parent/guardian of the unexcused absences. If there's no improvement, the MTSS/Rtl Team and the student's teacher will meet with the parent/guardian to discuss intervention strategies and set a timeline completion. If unexcused absences continue, the student will be placed under contract; unexcused absences will be monitored through ISIS.

Person or Persons Responsible

MTSS/RtlTeam

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance Reports

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

Monitor unexcused absences through ISIS

Person or Persons Responsible

MTSS/Rtl Team, Classroom Teachers, Attendance Clerk

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance Reports

Plan to Monitor Effectiveness of G6.B1.S1

Monitor unexcused absences through ISIS

Person or Persons Responsible

MTSS/RtI Team, Classroom Teachers, Attendance Clerk

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance Reports

G6.B2 Early Warning System 2013 data indicate that 4% of the students were retained in grades prekindergarten to fifth grade. Our goal for 2013-2014 school year is to decrease the percentage of students retained in grades prekindergarten to fifth grade by 1 percentage point to 3%. Early Warning System 2013 data indicate that 55% of the students are not proficient in reading by third grade. Our goal for 2013-2014 school year is to decrease the percentage of students that are not proficient in reading by third grade by 5 percentage points to 50%.

G6.B2.S1 Students retained in grades prekindergarten to fifth grade will be closely monitored.

Action Step 1

Students retained in prekindergarten to fifth grade and who are not meeting proficiency marks will be provided with additional interventions and differentiated instruction.

Person or Persons Responsible

MTSS/RtI Team/ LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments

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

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team/ LLT

Target Dates or Schedule

Monthly

Evidence of Completion

FAIR, District Assessments, FCAT 2.0

Plan to Monitor Effectiveness of G6.B2.S1

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team/ LLT

Target Dates or Schedule

Monthly

Evidence of Completion

FAIR, District Assessments, FCAT 2.0

G6.B2.S2 Students who are not proficient in reading by third grade will be closely monitored.

Action Step 1

Students retained in prekindergarten to fifth grade and who are not meeting proficiency marks will be provided with additional interventions and differentiated instruction.

Person or Persons Responsible

MTSS/RtITeam/ LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments

Plan to Monitor Fidelity of Implementation of G6.B2.S2

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team/ LLT

Target Dates or Schedule

Monthly

Evidence of Completion

FAIR, District Assessments, FCAT 2.0

Plan to Monitor Effectiveness of G6.B2.S2

Following the Florida Continuous Improvement Model, formative monthly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team/ LLT

Target Dates or Schedule

Monthly

Evidence of Completion

FAIR, District Assessments, FCAT 2.0

G6.B3 Early Warning System 2013 data indicate that 6% of the students received two or more behavior referrals. Our goal for 2013-2014 school year is to decrease the percentage of students that received two or more behavior referrals by 1 percentage point to 5%.

G6.B3.S1 Students who are deemed as developing a pattern of behavior problems will be closely monitored.

Action Step 1

Following the School Based Alternatives to Suspension Plan, students who model good behaviors will be recognized through incentive programs. Students who exhibit poor behavior will be provided with counseling intervention strategies.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

District Indoor/Outdoor Suspension Reports

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

Following the School-Based Alternatives to Suspension Plan, students who exhibit behavior problems will be closely monitored.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

District Indoor/Outdoor Suspension Reports

Plan to Monitor Effectiveness of G6.B3.S1

Following the School-Based Alternatives to Suspension Plan, students who exhibit behavior problems will be closely monitored.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

District Indoor/Outdoor Suspension Reports

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). 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, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program.

Title I, Part C- Migrant

Title I, Part D

Title II

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

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

Title III

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

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers (K-12)
- reading and supplementary instructional materials (K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in

reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

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

Title VI, Part B - NA

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)

Violence Prevention Programs

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Parental

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. Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Additionally, the M-DCPS Title I Parent/Family Survey, distributed by schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-12) and the Title I Parental

Involvement Monthly Activities Report (FM-6913 06-12), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 56% of the students achieved Level 3 and above. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Reading Test by 7 percentage points to 63%.

G1.B1 The results of the 2013 FCAT 2.0 Reading Test indicate that 55% in the Hispanic subgroup scored at or above Level 3. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Reading Test by 7 percentage points to 62%. Students performance data indicates that there is a deficiency in Reporting Category 2- Reading Application; Students experience difficulties in determining the main idea or essential message in grade-level text [NGSSS- LA.3.5.1.7.3]; inferring, paraphrasing, summarizing, and identifying relevant details. [Domain #1- CCSS.ELA-Literacy RI.3.1 & RI.3.2]

G1.B1.S1 Provide students with opportunities to determine the main idea or essential message in grade-level text.

PD Opportunity 1

During differentiated instruction, students will receive instruction targeting main idea/message (stated and implied) relevant details, chronological order, and conclusions/inferences.

Facilitator

Reading Coach

Participants

K-5th Grade teachers will participate in a PD for the new Basal Wonders McGraw Hill Reading series.

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Teacher Assessments, SuccessMaker and Reading Plus Reports

G1.B8 The results of the 2013 FCAT 2.0 Reading Test indicate that 75% in the lowest 25% made learning gains. Our goal for 2013-2014 is to increase the percentage of students in the lowest 25% making learning gains by 3 percentage points to 78%. Data from the 2013 FCAT for students in the lowest 25% indicates that there is a deficiency in Reporting Category 1- Vocabulary [LA.3-5.1.6.9]; Students experienced difficulties determining multiple meanings in context. [Domain #2 - CCSS.ELA-Literacy. RI.3.4 & L.3.4]

G1.B8.S1 Students will be provided with opportunities to determine multiple meanings in context.

PD Opportunity 1

Students will be provided with opportunities to determine meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Facilitator

Reading Coach

Participants

K-5th Grade teachers will participate in a PD for the new Wonderworks Intervention series.

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Teacher Assessments, SuccessMaker and Reading Plus Reports

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 61% of the students achieved Level 3 and above. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Mathematics Test by 7 percentage points to 68%.

G3.B2 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 54% in the ELL subgroup scored at or above Level 3. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Mathematics Test by 7 percentage points to 61%. ELL students need multiple opportunities for mathematical exploration and the development of student understanding of geometric and measurement concepts through the use of manipulatives and engaging opportunities for practice.

G3.B2.S1 Students will be provided with opportunities for mathematical exploration and the development of student understanding of geometric and measurement concepts through the use of manipulatives and engaging opportunities for practice.

PD Opportunity 1

Students will be provided with opportunities to determine the area of a rectangle or composite shape made only of rectangles on a plane by counting whole units with or without grid lines shown through the rectangle or composite shape.

Facilitator

SuccessMaker Liason

Participants

2nd-5th Grade teachers will participate in a SuccessMaker PD.

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Go Math! Series Assessments, Teacher Assessments, SuccessMaker and Gizmos Reports

G3.B8 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 65% in the lowest 25% made learning gains. Our goal for 2013-2014 is to increase the percentage of students in the lowest 25% making learning gains by 4 percentage points to 69%. According to the results of the 2013 FACT 2.0, students in Grades 3 experienced difficulty in Reporting Category- Number Fractions. Students will be provided with contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulative/ models and engaging opportunities for practice. According to the results of the 2013 FACT 2.0, students in Grades 4 and 5 experienced difficulty in Reporting Category- Geometry and Measurement. Students need increased activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area.

G3.B8.S1 Third grade students will be provided with opportunities for mathematical exploration and the development of student understanding of fractions through the use of manipulative/ models and engaging opportunities for practice.

PD Opportunity 1

Teachers will provide opportunities to identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, to compare and order fractions, including fractions greater than one, using models or strategies, and to identify an equivalent fraction, excluding fractions greater than one, using a model.

Facilitator

Math/Science Liaison

Participants

K-5th Grade teachers will participate in a Common Core State Standards PD.

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Go Math! Series Assessments, Teacher Assessments, SuccessMaker and Gizmo Reports

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT 2.0 Reading Test indicate that 56% of the students achieved Level 3 and above. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Reading Test by 7 percentage points to 63%.	\$12,000
G2.	The results of the 2013 FCAT Writing Test indicate that 68% of students scored a Level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 3.5 or higher by 3 percentage points to 71%.	\$1,000
G3.	The results of the 2013 FCAT 2.0 Mathematics Test indicate that 61% of the students achieved Level 3 and above. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Mathematics Test by 7 percentage points to 68%.	\$1,000
G4.	The results of the 2013 FCAT 2.0 Science Test indicate that 51% of students achieved Level 3 or higher proficiency. Our goal for the 2013-2014 school year is to increase Level 3 or higher proficiency by 3 percentage points to 54%.	\$500
G5.	Our goal for the 2013-2014 school year is to increase the number of STEM-related activities from 1 to 2.	\$450
G6.	Our goal for the 2013-2014 school year is to increase the effectiveness of identifying students who are demonstrating early warning signs to provide appropriate interventions and support.	\$9,100
Total		\$24,050

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Technology	Evidence-Based Materials	Other	Total
Title I	\$3,500	\$0	\$0	\$0	\$3,500
Title III	\$10,000	\$0	\$0	\$0	\$10,000
EESAC	\$550	\$500	\$500	\$9,000	\$10,550
Total	\$14,050	\$500	\$500	\$9,000	\$24,050

Budget Details

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 56% of the students achieved Level 3 and above. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Reading Test by 7 percentage points to 63%.

G1.B2 The results of the 2013 FCAT 2.0 Reading Test indicate that 48% in the English Language Learners subgroup scored at or above Level 3. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Reading Test by 7 percentage points to 55%. Students performance data indicates that there is a deficiency in Reporting Category 1- Vocabulary [LA.3.5.1.6.3]; Students experience difficulties using context clues to determine meanings of unfamiliar words [NGSSS];context clues. [Domain #2 - CCSS.ELA-Literacy L.3.4a & L.3.5]

G1.B2.S1 Provide students with opportunities to determine meanings of unfamiliar words using context clues.

Action Step 1

During differentiated instruction, students will be provided with a variety of strategies to determine meanings of unfamiliar words.

Resource Type

Evidence-Based Program

Resource

Florida Ready 3-5 Grade Reading WB

Funding Source

Title I

Amount Needed

\$500

G1.B6 The results of the 2013 FCAT 2.0 Reading Test indicate that 27% of the students achieved Levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase Levels 4 and 5 student proficiency by 7 percentage points to 34%. Students' Level 4 and 5 performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2- Reading Application [LA. 3-5.1.7.6]; Identify themes or topics across a variety of fiction or nonfiction texts. [Domains 1 & 3- CCSS.ELA-Literacy. RL.3.2 & RL.3.9]

G1.B6.S1 Students will be provided with opportunities to identify themes or topics across a variety of fiction or nonfiction texts.

Action Step 1

Teachers will provide students with opportunities to refer to details and examples in a text to determine what the text says explicitly and to draw inferences from text.

Resource Type

Evidence-Based Program

Resource

Bulbs for LCD Projectors

Funding Source

Title I

Amount Needed

\$500

G1.B7 The results of the 2013 FCAT 2.0 Reading Test indicate that 67% of students achieved learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 3 percentage points to 70%. Students' making learning gains performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 3- Literary Analysis/Fiction/Nonfiction [LA3-5.2.1.2]; Elements of story structure – character development, setting, plot, problem/solution. [Domains 1 & 2- CCSS.ELA-Literacy RL.3.3 & RL.3.6]

G1.B7.S1 Students will be provided with opportunities to determine elements of story structure– character development, setting, plot, problem/solution.

Action Step 1

During differentiated instruction, students will be provided with opportunities to identify and interpret elements of structure within and across texts.

Resource Type

Evidence-Based Program

Resource

Common Core Mentor Texts

Funding Source

Title I

Amount Needed

\$1,000

G1.B9 The results of the 2013 CELLA Test indicate that 55% of students achieved proficiency in Listening/Speaking Skills. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 60%. Listening: ELL students lack the skills needed to effectively assimilate instructional concepts to the home language at their level of understanding in English. Speaking: ELL students lack the skills needed to effectively communicate using characterization. The results for the 2013 CELLA Test indicate that 32% of students achieved proficiency in Reading Skills. Our goal for the 2013-2014 school year is to increase proficiency by 7 percentage points to 39%. ELL students require additional opportunities to read in English. The results of the 2013 CELLA Test indicate that 27% of students achieved proficiency in Writing. Our goal for the 2013-2014 school year is to increase student proficiency by 7 percentage points to 34%. ELL students lack the skills needed to effectively communicate in writing through the use of rubrics due to lack of training. .

G1.B9.S2 Students will be provided with additional opportunities to read in English.

Action Step 1

Differentiated instruction will be employed to address individual needs along with Reciprocal Teaching strategies. KWL charts will be utilized to build background knowledge. Chunking will also be utilized to improve students' vocabulary development and fluency.

Resource Type

Evidence-Based Program

Resource

Before/ After School Tutoring, SAT Academy

Funding Source

Title III

Amount Needed

\$10,000

G2. The results of the 2013 FCAT Writing Test indicate that 68% of students scored a Level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 3.5 or higher by 3 percentage points to 71%.

G2.B1 Students' performance data from the 2013 FCAT Writing Test indicates that students require additional support with fluency in expository essay writing. Students experienced difficulty in expository essays that contain introductory, body and concluding paragraphs [NGSS LA.4.4.2.3]

G2.B1.S1 Students will be provided with support with fluency in expository essays that contain introductory, body and concluding paragraphs.

Action Step 1

Students will generate ideas from multiple sources, use appropriate transitions that connect the supporting details, and will be provided with individualized and small group writing instruction.

Resource Type

Evidence-Based Program

Resource

Wordly Wise

Funding Source

Title I

Amount Needed

\$1,000

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 61% of the students achieved Level 3 and above. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Mathematics Test by 7 percentage points to 68%.

G3.B2 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 54% in the ELL subgroup scored at or above Level 3. Our goal is to increase Level 3 and above proficiency on the 2014 FCAT 2.0 Mathematics Test by 7 percentage points to 61%. ELL students need multiple opportunities for mathematical exploration and the development of student understanding of geometric and measurement concepts through the use of manipulatives and engaging opportunities for practice.

G3.B2.S1 Students will be provided with opportunities for mathematical exploration and the development of student understanding of geometric and measurement concepts through the use of manipulatives and engaging opportunities for practice.

Action Step 1

Students will be provided with opportunities to determine the area of a rectangle or composite shape made only of rectangles on a plane by counting whole units with or without grid lines shown through the rectangle or composite shape.

Resource Type

Technology

Resource

Manipulatives/ 3D Models

Funding Source

EESAC

Amount Needed

\$500

G3.B6 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 31% of the students achieved Levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase Levels 4 and 5 proficiency by 6 percentage points to 37%. According to the results of the 2013 FACT 2.0 Mathematics Test, students in Grade 3 experienced difficulty in Reporting Category- Number: Operations, Problems, and Statistic. Students need increased opportunities using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs. According to the results of the 2013 FACT 2.0 Mathematics Test, students in Grades 4 experienced difficulty in Reporting Category- Geometry and Measurement. Students need many and varied opportunities using Mathematical Practices of the Common Core State Standards, support with mathematical fluency and problem solving proficiency in the areas of determining the area of two-dimensional shapes, and identifying angles and transformations. According to the results of the 2013 FACT 2.0 Mathematics Test, students in Grade 5 experienced difficulty in Reporting Category- Number: Base Ten and Fractions. Students need increased opportunities using Mathematical Practices of the Common Core State Standards, support with mathematical fluency and problem solving proficiency in the areas of multi-digit division, and addition and subtraction with fractions, mixed numbers, and decimals.

G3.B6.S1 Third grade students will be provided with opportunities to use Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs.

Action Step 1

Students will be provided with opportunities to describe and apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division and to describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction, or multiplication.

Resource Type

Evidence-Based Program

Resource

Computer cables for television and teacher computer

Funding Source

Title I

Amount Needed

\$500

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

G4.B1 As noted on the 2013 Science FCAT 2.0, students in Grade 5 had most difficulty with mastery of Nature of Science.

G4.B1.S1 Students will be provided with opportunities to participate in inquiry-based activities and practice all steps of the scientific method.

Action Step 1

Provide students with opportunities to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions. Provide students with virtual lab activities through the use of Gizmos.

Resource Type

Evidence-Based Materials

Resource

Restock science consumables

Funding Source

EESAC

Amount Needed

\$500

G5. Our goal for the 2013-2014 school year is to increase the number of STEM-related activities from 1 to 2.

G5.B1 The number of STEM-related activities needs to increase from 1 to 2.

G5.B1.S1 Incorporate an interdisciplinary approach to education through environmental projects and activities, encourage teamwork and cooperative learning, promote civic responsibility among students, teachers and the community, and foster creativity and critical thinking in students facilitated by such programs as Fairchild Tropical Challenge, Miami-Dade County Youth Fair entries, School/District Science Fair, and the National Girls' Collaborative Project.

Action Step 1

Establish committees for Fairchild Tropical Challenge, Miami-Dade County Youth Fair, School/District Science Fair, and the National Girls' Collaborative Project.

Resource Type

Evidence-Based Program

Resource

STEM (Fairchild Challenge)

Funding Source

EESAC

Amount Needed

\$450

G6. Our goal for the 2013-2014 school year is to increase the effectiveness of identifying students who are demonstrating early warning signs to provide appropriate interventions and support.

G6.B1 Early Warning System 2013 data indicate that 5% of the students missed 10% or more of available instructional time. Our goal for 2013-2014 school year is to decrease the percentage of students that missed 10% or more of available instructional time by 1 percentage point to 4%.

G6.B1.S1 Students who have missed more than 10% of instructional time in the first quarter will be monitored closely.

Action Step 1

Students identified as developing a pattern of 3 unexcused absences will be referred to the MTSS/Rtl Team. The classroom teacher will send a letter notifying the parent/guardian of the unexcused absences. If there's no improvement, the MTSS/Rtl Team and the student's teacher will meet with the parent/guardian to discuss intervention strategies and set a timeline completion. If unexcused absences continue, the student will be placed under contract; unexcused absences will be monitored through ISIS.

Resource Type

Evidence-Based Program

Resource

Incentives

Funding Source

EESAC

Amount Needed

\$100

G6.B3 Early Warning System 2013 data indicate that 6% of the students received two or more behavior referrals. Our goal for 2013-2014 school year is to decrease the percentage of students that received two or more behavior referrals by 1 percentage point to 5%.

G6.B3.S1 Students who are deemed as developing a pattern of behavior problems will be closely monitored.

Action Step 1

Following the School Based Alternatives to Suspension Plan, students who model good behaviors will be recognized through incentive programs. Students who exhibit poor behavior will be provided with counseling intervention strategies.

Resource Type

Other

Resource

Hourly Community Involvement Specialist that serves as a liaison to parents and provides parents with resources and training

Funding Source

EESAC

Amount Needed

\$9,000