2013-2014 SCHOOL IMPROVEMENT PLAN

David Fairchild Elementary School

5757 SW 45TH ST
Miami, FL 33155
305-665-5483
http://davidfairchild.dadeschools.net/

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	Yes	38%

Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	82%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**	**2009-10**
A	B	A	A	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
David Fairchild Elementary School

Principal
Ms. Lucy Amengual

School Advisory Council chair
Ms. Nancy Pena

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

Name	Title
Ms. Lucy Amengual	Principal
Ms. Veronica Recio	Assistant Principal
Ms. Delaurier	Grade Level Chair
Ms. Casanova	Grade Level Chair
Ms. Pena	Grade Level Chair
Ms. Cohen	Grade Level Chair
Ms. Sosa	Grade Level Chair
Ms. Soberats	Grade Level Chair
Ms. Chin	Counselor
Ms. Miranda	Special Area 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

Lucy Amengual, Principal; Christine Samuels, UTD; Ms. Maggie Tamargo AES; Jill Travieso-Silva, Business; Donna Poole, parent, Lavonne Wilson, business; Mike Concepcion, teacher; Nancy Jimenez, teacher; Nancy Pena, teacher; April Merleaux, parent; Chamelle Carbot, teacher; Alicia Thompson, teacher; Natasha Bradshaw, ESE, Maximus Puller, student; Suramy Gomez, AS; Jennifer Cohen, teacher; Denise Sosa, teacher, Laura Herring, alternate parent; Dan Dickinson, parent; Daphne

Mershon, parent; Naresh Kumar, alternate parent; Santiago Martinez, parent; Francis Perez, alternate parent; Victor Pastor, business.

Involvement of the SAC in the development of the SIP

Feedback was obtained from all EESAC members for SIP input. Brain storming and SWOT Analysis was conducted with all members.
The Florida Continuous Improvement Model was used to problem solve and to manage processes.
The EESAC is given a draft of the SIP and all members give feedback for errors, changes, and revisions.

Activities of the SAC for the upcoming school year

EESAC will oversee the improvement and implementation of the SIP and school technology. The School Advisory Council (SAC) will review and monitor progress towards the goals and strategies from the SIP at all scheduled meetings. Current data will be presented to SAC members at which time recommendations for design, development, alignment and adjustment of SIP goals and strategies may be presented and voted on by consensus. The SAC will conduct a needs analysis in order to formulate ongoing decisions regarding SAC funds and prioritized school resource needs. Evaluations of meetings and strategies will be collected to increase school effectiveness, efficiency, and continuous process improvement.

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

The school will be receiving around $3000 for school improvement. The school improvement funds will be used to improve school technology.

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

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

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

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Ms. Lucy Amengual		
Principal	Years as Administrator: 12	Years at Current School: 9

Credentials	Master of Science: Elementary Education, minor in Educational Leadership; Nova Southeastern University Bachelor of Science: Elementary Education, Florida International University. Endorsements: ESOL and Gifted Certifications: Elementary Education
Performance Record	2013 – School Grade B Rdg. Proficiency, _78_% Math Proficiency, _67_% Rdg. Lrg. Gains, _63_ points Math Lrg. Gains, _54_points Rdg. Imp. of Lowest 25% - _48_ points Math Imp. of Lowest 25% - _38_ points Rdg. AMO –_78_YES Math AMO–_67_NO 2012 – Use the same format from 2013 2012 – School Grade A Rdg. Proficiency, _74_% Math Proficiency, _73_% Rdg. Lrg. Gains, _67_ points Math Lrg. Gains, _76_points Rdg. Imp. of Lowest 25% - _62_ points Math Imp. of Lowest 25% - _62_ points Rdg. AMO –_76_YES Math AMO–_74_ YES 2011 and prior use original format. '11 '10 '09 School Grade A A A High Standards Rdg. 92% 95% 92% High Standards Math 88% 94% 93% Lrng Gains-Rdg. 71% 75% 67% Lrng Gains-Math 54% 65% 80% Gains-Rdg- 71% 71% 58% Gains-Math- 60% 60% 75%

Ms. Veronica Recio		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
Credentials	Bachelor of Science in Elementary Education; Master of Education in Educational Leadership; Certifications: Elementary Education K-6, Educational Leadership K-12, Gifted Endorsement K-12, ESOL Endorsement K-12, Reading Endorsement K-12	
Performance Record	2013 – School Grade A (Ludlam Elementary) Rdg. Proficiency, 73% Math Proficiency, 70% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 70points Rdg. Imp. of Lowest 25% - 53 points Math Imp. of Lowest 25% - 70 points Rdg. AMO Yes Math AMO No 2012 – School Grade A Rdg. Proficiency, 72% Math Proficiency, 72% Rdg. Lrg. Gains, 79 points Math Lrg. Gains, 70points Rdg. Imp. of Lowest 25% - 83 points Math Imp. of Lowest 25% - 64 points Rdg. AMO No Math AMO No '11 '10 '09 School Grade A A A High Standards Rdg. 72 82 71 High Standards Math 72 79 77 Lrng Gains-Rdg. 71 75 77 Lrng Gains-Math 69 71 74 Gains-Rdg-25% 57 68 77 Gains-Math-25% 67 68 73 AMO no	

Classroom Teachers

# of classroom teachers
46

receiving effective rating or higher
46, 100%

Highly Qualified Teachers
70%

 # certified in-field

45, 98%

 # ESOL endorsed

34, 74%

 # reading endorsed

5, 11%

 # with advanced degrees

17, 37%

 # National Board Certified

9, 20%

 # first-year teachers

1, 2%

 # with 1-5 years of experience

6, 13%

 # with 6-14 years of experience

23, 50%

 # with 15 or more years of experience

16, 35%

Education Paraprofessionals

# of paraprofessionals

8

 # Highly Qualified

3, 38%

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

Use of an Interview Committee/Team.
Professional Recommendations.
Open door, transparent management model.
Networking with local businesses, the wider community, parents, and social media.

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

The Beginning Teachers will be mentored by a HQT with 20 years of experience. The teacher has strong interpersonal skills; has outstanding knowledge of content, materials, and methods. Mentor will meet with mentee once a week and observe mentee classroom instruction once per quarter. Mentee

will be given feedback on current performance. Mentor is always available to mentee by phone and text message to supply excellent internal customer service.

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 Principal provides common vision and mission for the use of data-based decision making and ensures the school-based team is implementing MTSS/RtI standardized processes.
The Assistant Principal coordinates implementation of the team's decisions and monitors fidelity of programs and curriculum. The AP monitors and aligns the MTSS/RtI processes with the day-to-day school site operations.
The Counselor provides quality services and expertise on issues ranging from behavior modification, coping skills, and peer mediation, to referrals for parents needing social services agencies.
The Grade Level Chairpersons assure the quality of curriculum offered, mentor and coach teachers at Grade Level using best practices, and assist in adjusting and aligning curriculum for remediation/ enrichment based on MTSS/RtI decisions. They set the agendas and facilitate the grade level weekly meetings.
The School Psychologist participates in collection, interpretation, and analysis of data, evaluates students as needed, provides professional development and technical assistance for problem-solving activities.
The Assistant Principal designs, develops, and implements the assessment schedule; delivers professional development and instructional modeling as needed.
Additional personnel will be included based on specific problems or concerns such as: school reading, math, and science specialists, special education personnel, school social worker, school speech pathologist, vision therapist, members of advisory groups, the PTA, and community stakeholders.
Other team functions are to monitor and respond to the needs of subgroups within the expectations of Achievable Measurable Objectives (AMO) and to provide clear indicators of student needs and student progress, by examining the validity and effectiveness of program delivery.
The team implements ongoing evaluation for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark assessments, District generated assessments and progress monitoring data. Tier 2 students are placed in an additional 30 minute per day Core Curriculum small group, the Core Curriculum intervention program (McGraw-Hill Reading Wonders), Reading Plus, I-Ready, and/or receive Mathematics intervention (Success Maker) with ongoing computer assessment. Tier 3 students are placed in an additional 60 minutes of Core Curriculum Differentiated Instruction, McGraw-Hill Reading Wonders Intervention, Reading Plus, I-Ready, and/or Successmaker. During this process the MTSS/RtI Team selects the individual responsible for communicating decisions to other school teams and/or stakeholders.
All processes utilize the Continual Plan, Do, Study, Act (PDSA) Florida Continuous improvement cycle.

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

The MTSS/RtI Leadership Team varies based on student needs is composed but not limited to the Principal Ms. Lucy Amengual, Assistant Principal, Dr. O'Bannon, Counselor Ms. Chin, Grade Level Chairs Ms. Casanova, Ms. Pena, Ms. Cohen, Ms. Sosa, Ms. Soberats, Ms. Delaurier, the School Social Worker Ms. Collings, and School Psychologist Ms. Timiraos. Additional personnel will be included based on specific problems or concerns such as: school reading, math, and science specialists, special education personnel, school speech psychologist, vision therapist, members of the advisory groups and community stakeholders.

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

The MTSS/RtI Leadership Team meets on an ongoing basis for assessing, developing, implementing, aligning, and evaluating the School Improvement Plan (SIP). The group analyzes data gleaned from meetings held to plan and prepare interventions for Level 1–2 students and enrichment for Level 3-5 students, as well as any other students deemed in need of additional behavioral support. This analysis of student needs is then used to delve into the root cause of the barriers and then rolled into formulation of SIP goals and strategies to guide curriculum and instruction for the coming school year. Each time the MTSS Team convenes the problem solving steps are followed to define the issues/problems, analyze what is occurring, decide (who, what, and how) the team's decisions are to be implemented, and then continually evaluate the results for success or failure.

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

Data will be used to guide instructional decision and system procedures for all students to: adjust the delivery of curriculum and instruction to meet the specific needs of students, adjust the delivery of the school's behavior management system, adjust the allocation of school-based resources, drive decisions regarding targeted professional development, and create student growth trajectories in order to identify and develop interventions.

Sources of data and data management systems that summarize data for Tier 1, 2, and 3 students are the following but not limited to: Think Gate University, McGraw-Hill Reading Wonders Core Curriculum, District Interim Assessments, Student Performance Indicators (SPI), Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), STAR, Accelerated Reader (AR), Florida Department of Education Florida Comprehensive Assessment Test (FCAT 2.0) information/data, Edusoft, Reading Plus, Voyager (Vital Indicators of Progress™ and Ticket to Read), FCAT 2.0 Explorer, GIZMO, rubric scored writing, teacher assessments/grades, State/Local Mathematics and Science assessments, Waterford (Prekindergarten), SuccessMaker, I-Ready, and the Progress Monitoring Plan (PMP).

Data sources for behavior are: detentions, suspensions/expulsions, referrals, attendance, Functional Assessment of Behavior (FAB), Behavior Intervention Plan (BIP), Referrals to Special Education programs, Gifted Checklist, and The Williams Scale. Data Management Systems for behavior are: the Student Case management System, Electronic Grade book for attendance and conduct, the Instructional Planning System, SPED EMS (Easy IEP), COGNOS, and Student Performance Indicators.

All data management systems guide placement of students according to the data, team/teacher/parent recommendations, and virtual leveling based on student ability. Data is monitored on an ongoing basis, depending on the program, with instructional adjustments made to align and implement Differentiated Instruction.

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

The staff will receive ongoing training and at a beginning of the school year faculty meeting to refresh the MTSS/RtI process for staff. The roll out of the new Think Gate data management software will be completed by October 14, 2013. Additionally, Professional Development will be provided during teacher common planning time at grade levels as well as during teacher work days throughout the year. In order to drive MTSS/RtI decision making, interpretation and use of data from the above mentioned data management systems will be presented during opening of school week, grade level meetings, and ongoing, throughout the school year.

Literacy Leadership Team (LLT)

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

Name	Title
Ms. Amengual	Principal
Dr. O'Bannon	Assistant Principal
Ms. Pena	EESAC Chair
Ms. Casanova	Grade level chair
Ms. Cohen	Grade level chair
Ms. Sosa	Grade level chair
Ms. Soberats	Grade level chair
Ms. Delaurier	Grade level chair
Ms. Miranda	Special Area Chair

How the school-based LLT functions

A key factor to an individual school's success is the building leadership. The Principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:
The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.
The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Major initiatives of the LLT

The major initiatives for the Literacy Leadership Team will be to use instructional data to drive the work of the teachers ensuring individual student needs are being met. The Team will support instructional staff in gaining expertise with the Core Curriculum. The LLT will utilize the Florida Continuous Improvement Model (FCIM) for process improvement and all decisions will be data driven. Appropriate research-based Core Curriculum instructional materials and strategies are used to address differentiated instruction, ongoing progress monitoring, and analysis of student data. Additionally, the LLT will implement with fidelity, maintain, and monitor for fidelity the school's comprehensive Core Curriculum reading programs,

intervention reading programs, and scientifically-based reading research in reading instruction in alignment with the District pacing guides.

Every Teacher Contributes to Reading Instruction

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

The major initiative of the Reading Team for the 2013-2014 school year is the rolling out of the Core Curriculum, assuring all teachers have sufficient resources and training. The Core Curriculum explicitly address Differentiated Instruction when followed with fidelity.
The school's reading leadership team (RLT) will meet weekly. The RLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.
The RLT will encourage and support teachers in developing lessons to focus on engaging with complex text, extracting and employing evidence, and building knowledge to incorporate text dependent questions. Teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.
Additionally, every teacher contributes to the reading improvement of every student by following the Core Curriculum and Differentiating Instruction.

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 school has two preschool programs (VPK and PreK ESE/VE). The school has kindergarten registration during the spring and summer for all students living in the school's feeder pattern. The school advertises in the community with a flyer when the Pre-K registration is open and maintains a list until students are selected by the lottery system and a list is maintained after school starts for students waiting in line. A preschool orientation is held in the spring and fall.

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	79%	78%	No	81%
American Indian				
Asian				
Black/African American	60%	73%	Yes	64%
Hispanic	79%	75%	No	81%
White	94%	88%	No	95%
English language learners	68%	57%	No	72%
Students with disabilities	46%	61%	Yes	51%
Economically disadvantaged	68%	65%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	59	21%	24%
Students scoring at or above Achievement Level 4	160	56%	57%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	*[data excluded for privacy reasons]*		67%
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		53%

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)	68	71%	74%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	36	38%	44%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	38	40%	46%

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	64	76%	81%
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	79%	67%	No	81%
American Indian				
Asian				
Black/African American	66%	41%	No	69%
Hispanic	80%	66%	No	82%
White	92%	74%	No	93%
English language learners	71%	48%	No	74%
Students with disabilities	48%	43%	No	54%
Economically disadvantaged	72%	51%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	73	25%	36%
Students scoring at or above Achievement Level 4	117	41%	46%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	155	54%	59%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	27	38%	44%

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	25	30%	33%
Students scoring at or above Achievement Level 4	27	33%	34%

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)	5		6
Participation in STEM-related experiences provided for students	500	90%	92%

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	20	3%	2%
Students retained, pursuant to s. 1008.25, F.S.	8	1%	1%
Students who are not proficient in reading by third grade	22	18%	16%
Students who receive two or more behavior referrals	56	9%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	1%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Parent participation rate in at least one school-wide activity, PTA membership, was 51% for the 2012-2013 school year. The 2013-2014 school goal for parent participation is to increase parent participation in at least one school-wide activity, PTA membership, by 10 percentage points to 61%.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
PTA membership	518	51%	55%

Goals Summary

G1. The school reading goal is for 81% of the students to be proficient in reading based on the 2014 FCAT.

G2. The school writing goal is for Grade 4 students to score 3.5 or higher in writing.

G3. The school mathematics goal is for 81% of the students to be proficient in mathematics based on the 2014 FCAT.

G4. The school goal is 67% of students to be proficient in Science.

G5. The STEM goal is to increase student participation in STEM activities.

G6. The school goal for the 13-14 school year is to decrease: excessive absences; student behavorial referrals; and student suspensions.

G7. The 2013-2014 school goal for parent participation is to increase parent participation in PTA to 55%.

Goals Detail

G1. The school reading goal is for 81% of the students to be proficient in reading based on the 2014 FCAT.

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

Resources Available to Support the Goal
- Core Curriculum, ESOL strategies, Research-based Technology, Research-based Intervention Programs, experiential learning resources, and Differentiated Instruction.

Targeted Barriers to Achieving the Goal
- The subgroups making their AMO targets were All Students, ED, Blacks and SWD. Subgroups not making AMO were Whites, Hispanics, and ELL. A school barrier resulting from area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test for the subgroups White, Hispanic, and ELL, is Category 4 Informational Text/Research Process. Students are weak in analyzing graphically depicted material and in drawing correct conclusions from the information. Additionally the ELL subgroup consistently scores low in the Reading Application Category.

- The school target goal is to increase students in Level 3 by 3 percentage points to 24% on the 2014 FCAT 2.0 Reading. A school barrier resulting from area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test for Grades 3, 4 & 5 is Reporting Category 4 Informational Text/Research Process. Students are weak in analyzing graphically depicted material and in drawing correct conclusions from the information text.

- The results of the 2013 FCAT 2.0 Reading Test indicate that 55% of students achieved proficiency Levels 4 and 5. The school goal for the 2013-2014 school year is to increase the students in Levels 4 and 5 by 5 percentage points to 60%.

- The school goal for the 2013-2014 school year is to increase students achieving learning gains by 4 percentage points to 67%. A barrier to achieving the goal is the insufficient implementation of differentiated instruction.

- The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 48% (13) of students in the lowest 25th percentile made learning gains. The school target goal for the 2013-2014 school year is to increase the percent of students in the lowest quartile making learning gains to 53%. A barrier to achieving the goal is the insufficient implementation of differentiated instruction.

- The percent proficient CELLA Target Goals for 2014 CELLA are 74% for Listening/Spreaking; 44% for Reading, and 46% for Writing. Students have difficulty determining the meaning of general academic and domain-specific words and phrases in text relevant to grade level. These students also struggle to clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content. The school will increase the CELLA proficient score in Reading from 37% (29) in 2013 to 50% in 2014. This is an increase of thirteen percentage points. Reporting Category 1 Vocabulary presents a critical barrier for ELL students. The students will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words. Based on District Assessments, Category 4 is also a barrier in reading for ELL students. It is difficult for ELL students to read and organize information text. The school will increase the CELLA proficient score in Writing from 37% in 2013 to 40% in 2014. This is a three percentage point increase. Writing present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, and plurals or irregular nouns is a barrier in writing for ELL students.

Plan to Monitor Progress Toward the Goal

Increase classroom observation to observe instructional delivery and student feedback as students give verbal justification to graphic questions and Higher Order Thinking Skills. Verify strategies, interventions, ESOL strategies and Differentiated Instruction are incorporated in lesson plans. Verify student practice from graphically depicted student generated work. Verify implementation of Core Curriculum intervention. Apply the Florida Continuous Improvement Model (FCIM) for all processes.

Person or Persons Responsible

administration, EESAC MTSS/RtI Team Literacy Leadership Team

Target Dates or Schedule:

ongoing; weekly; for scheduled assessments

Evidence of Completion:

Formative: Mini-assessments focused on Reporting Category 4, ELL learners, and District Baseline and Interim Assessments. Summative: 2014 Reading FCAT 2.0 Assessment.

G2. The school writing goal is for Grade 4 students to score 3.5 or higher in writing.

Targets Supported

- Writing

Resources Available to Support the Goal

- Core Curriculum which has writing incorporated into every lesson. Writing journals. Technology. Differentiated Instruction.

Targeted Barriers to Achieving the Goal

- The school goal for the 2013-2014 school year is to increase the percentage of students achieving FCAT 2.0 Writing Levels of 3.5 to 6.0 from 76% (64) in 2013 to 78% on the 2014 FCAT 2.0 Writing Administration. The students have difficulty producing writing in which development and organization is appropriate for the task and purpose.

Plan to Monitor Progress Toward the Goal

Increase number of students writing at 3.5 or above.

Person or Persons Responsible

Administration MTSS/RtI Team Literacy Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Robust Writing Journals Formative Assessments: District Writing pre and posttests Summative Assessments: FCAT 2.0 Writing 2014

G3. The school mathematics goal is for 81% of the students to be proficient in mathematics based on the 2014 FCAT.

Targets Supported

Resources Available to Support the Goal
- The Math Core Curriculum series Go MATH. Technology and Successmaker software. Differentiated Instruction. Math manipulatives. Math Journals. GIZMOS.

Targeted Barriers to Achieving the Goal
- The 2013 Math subgroups AMOs and their 2014 targets are as follows: All students 67% proficient and target 81%; Black 41% and target 69%; Hispanic 66% and target 82%; White 74% and target 93%; ELL 48% and target 74%; SWD 43% and target 54%; ED 51% and target 75%. The weakest Reporting Category in Mathematics as documented on the 2013 FCAT 2.0 Mathematics Test is the Reporting Category 2, Expressions, Equations, and Statistics. A longitudinal analysis of the FCAT 2.0 data shows the Reporting Category of Data Analysis to consistently have the lowest percentile averages. This barrier is a result of limited amount of student exposure to collecting real time, hands-on data from experiments and retrieving information from graphs, charts, scientific instruments, and tables to solve mathematical problems.

- The school goal for the 2013-2014 school year is to increase the percentage of students in Math Level 3 and above to 81% and to increase students achieving at FCAT 2.0 Levels 4 and 5 from 41% to 46%. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 67% of students achieved Level 3 proficiency and above. The weakest Reporting Category in Mathematics as documented on the 2013 FCAT 2.0 Mathematics Test is the Reporting Category 2, Expressions, Equations, and Statistics. A longitudinal analysis of the FCAT data shows the Reporting Category of Data Analysis to consistently have the lowest percentile averages. The barrier is a result of limited amount of student exposure to collecting real time, hands-on data from experiments and retrieving information from graphs, charts, scientific instruments, and tables to solve problems. The results of the 2012-2013 FCAT 2.0 Mathematics test indicates 41% (117) of students achieved proficiency Levels 4 and 5. The previous year the percent was 45%. The growth curve of students in FCAT 2.0 Levels 4 and 5 has been flat for the last 3 years. The Level 4 and 5 student weakest area was Reporting Category 2 Expressions, Equations, and Statistics/Data Analysis as documented by the 2013 administration of the FCAT 2.0 Mathematics Test. This is a result of limited classroom opportunities to defend problem solving process, develop exploration, and practice inquiry activities. 2013 FCAT 2.0 Levels 4 & 5: Grade 3: 44% Grade 4: 43% Grade 5: 34% 2012 FCAT 2.0 Levels 4 & 5: Grade 3: 44 % Grade 4: 39% Grade 5: 44 % 2011 FCAT 2.0 Levels 4 & 5: Grade 3: 69% Grade 4: 46% Grade 5: 64% 2010 FCAT 2.0 Levels 4 & 5: Grade 3: 59% Grade 4: 45% Grade 5: 52%

- The Math learning gains school target goal for 2013-2014 is to increase by 5 percentage points to 59%. The school goal for the lowest 25 percentile make learning gains is 44% for the 13-14 school year. The 2012- 2013 FCAT 2.0 Mathematics administration showed only 54% of the students making learning gains while 76% (135) of the students made Learning Gains in Mathematics on the 2011-2012 FCAT 2.0 Mathematics Test. As noted on the 2013 FCAT 2.0 Mathematics administration, students making learning gains decreased 22 percentage points when compared to the 2012 FCAT 2.0. The identified school barrier (Category 2 & 3) to increasing students making learning gains is the lack of students connecting math to real world situations and writing to explain and defend mathematical processes and problem solving. The target goal for the 2014 FCAT is 64% of the students making learning gains in math. Students Making Learning Gains: 2013: 54% 2012: 76% 2011: 71% 2010: 54% 2009: 65% 2008: 80% On the 2012-2013 FCAT 2.0 Mathematics Assessment, 38% (28) of the Students in the Lowest 25% category made Learning Gains. The weakest Reporting Category in Mathematics for the

students in the Lowest 25 percentile as documented on the 2013 FCAT 2.0 Mathematics Test is Data Analysis and Algebra. The school barrier is the lack of students writing to explain, making predictions, drawing conclusions, and defending mathematical processes and problem solving. Lowest 25%: 2013: 38% 2012: 62% 2011: 57% 2010: 56% 2009: 60% 2008: 75%

Plan to Monitor Progress Toward the Goal

Increase:enrichment activities, Differentiated Instruction, monitoring of interventions, use of math journals, and technology usage

Person or Persons Responsible
administration, EESAC

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: math core mini-assessments targeting statistics, data analysis and probability; Gizmos reports, District baseline and interim assessments. math journals, usage of charts and graphs documented. Summative: results from 2014 FCAT 2.0 Mathematics.

G4. The school goal is 67% of students to be proficient in Science.

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- Science Text and Curriculum, District Science Pacing Guide. Differentiated Instruction. Science labs and experiments. Science Fair. Technology (GIZMOS).

Targeted Barriers to Achieving the Goal
- The target goal for the 2013-2014 Science FCAT 2.0 is 33 % (70) of students scoring at least Level 3, a 3 percentage point increase. On the 2013 administration of the Science FCAT 2.0, 21% (59) of the students scored above proficiency at FCAT 2.0 Levels 3. The percent of students scoring at Level 3 on the 2013 Science FCAT 2.0 was 30% (25). The Science Reporting Category areas of greatest deficiency according to five years of trend data are Nature of Science and Physical Science. Students need to develop higher order thinking and research skills in order to increase their levels of proficiency by hands-on laboratory experiments.

- The expected level of performance for 2013-2014 is 34% a one percentage point increase of students scoring at FCAT Science Levels 4 and 5. The 2013 administration of the Science FCAT 2.0, 33% (27) of the students scored above proficiency at FCAT 2.0 Levels 4 and 5. The Science content cluster area of deficiency according to five years of trend data are the Nature of Science and Space and Physical Science. The teachers will be adding additional science lab projects and GIZMO enrichment.

Plan to Monitor Progress Toward the Goal

Monitoring fidelity of science lab class schedules, lesson plans, and monitoring student science lab journals. Apply FCIM for all processes.

Person or Persons Responsible
Administration, EESAC

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Science mini-assessments; student lab journals District Baseline and Interim Assessments Summative: 2014 Science FCAT 2.0

G5. The STEM goal is to increase student participation in STEM activities.

Targets Supported
- STEM - All Levels

Resources Available to Support the Goal
- Science Curriculum District Science pacing guide Science Labs Technology

Targeted Barriers to Achieving the Goal
- The STEM goal for the 2013-2014 school year is to increase student (Grades 3-5) participation in a Science Fair Experiment to 100% and/or participate in the scientific process (K-2). Students must enter their research in the Science FAIR to be held in the fall and participate weekly in a Science Experiment. One hundred percent of students must keep a Science journal for recording Science experiements. Some students do not have the support with homework and the ability to complete all of the scientific process steps without assistance.

Plan to Monitor Progress Toward the Goal

Science Fair Projects completed and judged.

Person or Persons Responsible
Administration School Science Fair Sponsors District Science Fair Sponsors EESAC

Target Dates or Schedule:
early fall--2nd quarter During Scheduled EESAC Meetings

Evidence of Completion:
Gradebook grade for Science Fair Project completion

G6. The school goal for the 13-14 school year is to decrease: excessive absences; student behavorial referrals; and student suspensions.

Targets Supported
- EWS - Elementary School

Resources Available to Support the Goal
- PTA support and rewards, teacher rewards, administration awards, ConnectED, Voicemail, Emails, Suspension Plan, Student Case Management reports, COGNOS, and technolgy. Alternatives to suspension such as detention and counseling groups. Behavior modification and reward plans and charts for the General Education setting.

Targeted Barriers to Achieving the Goal
- The school goal for the 13-14 school year is to decrease: excessive absences (10 or more) from 3% (20) to 2%. Limited use of rewards and incentives and communicating importance of good attendance has been a barrier to increasing the attendance rate and tardies.Response to Intervention process completion time from identifying students with early warning signs until the time the student is staffed for Special Education needs to be reduced.The school does not have a before or after school tutoring program.

- Students who receive tow or more behavior referrals will be reduced from 9% to 8%.Staff have difficulty finding blocks of time in the highly scripted school day to counsel students on behavior issues such as coping skills, anger management, problem-solving, and conflict resolution. Time needs to be allocated for teaching behavioral skills, monitoring skill development and recognition for student progress.

- Students who receive one or more behavior referrals that lead to suspension will be maintained at 1%. It is difficult for staff to assess and modify negative student social and emotional competence, self-regulation, problem solving, and decision-making behaviors leading to student suspension. The school has a Suspension Plan to address negative student behavior. The school has implemented Do the Right Thing and a Bullying curriculum in order to be proactive when dealing with negative student behaviors.

Plan to Monitor Progress Toward the Goal

Monitor Principal Attendance Intervention Dashboard, conduct Attendance Intervention meetings with parents and complete online Attendance/tardy Intervention Plan. Apply FCIM for all processes.

Person or Persons Responsible
teachers and administration

Target Dates or Schedule:
daily

Evidence of Completion:
Formative: COGNOS Attendance Rate Data, suspension rates, student case management referral rates
Summative: COGNOS 2013 Attendance Rate Data, suspension rates, student case management referral rates

G7. The 2013-2014 school goal for parent participation is to increase parent participation in PTA to 55%.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- PTA Board, ConnectED, Homeroom parents, National PTA, District PTAf, technology, PTA web site, voicemail, and email.

Targeted Barriers to Achieving the Goal
- Parent participation rate in at least one school-wide activity, PTA membership, was 51% for the 2012-2013 school year. Many parents are working two jobs or longer hours and are unable to volunteer, attend school meetings and activities. The school barrier is the lack of information parents receive and access in time to stay current with what is happening at their child's school.

Plan to Monitor Progress Toward the Goal

Membership dues paid

Person or Persons Responsible
PTA Board Members, teachers, administration, homeroom parents

Target Dates or Schedule:
ongoing

Evidence of Completion:
Monitor parent attendance logs and Connect Ed message logs. Check voicemails for access to parents. Monitor school web site for current information. Apply FCIM for all processes.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. The school reading goal is for 81% of the students to be proficient in reading based on the 2014 FCAT.

G1.B1 The subgroups making their AMO targets were All Students, ED, Blacks and SWD. Subgroups not making AMO were Whites, Hispanics, and ELL. A school barrier resulting from area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test for the subgroups White, Hispanic, and ELL, is Category 4 Informational Text/Research Process. Students are weak in analyzing graphically depicted material and in drawing correct conclusions from the information. Additionally the ELL subgroup consistently scores low in the Reading Application Category.

G1.B1.S1 All students will be given more grade level appropriate informational text, research process, graphic examples and prompted to provide more verbal justification for answers to graphic questions during core instruction.

Action Step 1

Increase Student exposure of how to articles, brochures, and fliers and other real world documents to identity text features of informational materials and research processes. Professional Development supporting Core Curriculum and Differentiated Instruction.

Person or Persons Responsible

MTSS/RtI Team; Literacy Leadership Team; teachers and grade level chairpersons; teachers of SWD; PE Teacher

Target Dates or Schedule

ongoing; teachers of SWD September 3; teachers of SWD and PE teacher September 26

Evidence of Completion

Formative: Core Curriculum Assessments, Mini-assessments focused on Subgroups not making AMO, Reporting Category 4, and District Baseline and Interim Assessments Summative: 2014 FCAT 2.0 Assessment

Facilitator:

District Office of Special Education and Educational Services

Participants:

teachers

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

Increase classroom observation to observe instructional delivery and student feedback as students give verbal justification to graphic questions. Verify DI strategies are incorporated in lesson plans. Verify student practice from graphically depicted student generated work. Apply the Florida Continuous Improvement Model (FCIM) for all processes.

Person or Persons Responsible

administration MTSS/RtI Team Literacy Leadership Team

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: Core Curriculum assessments; Mini-assessments focused on Reporting Category 4; and District Baseline and Interim Assessments; Summative: 2014 FCAT 2.0 Assessment

Plan to Monitor Effectiveness of G1.B1.S1

Increase classroom walk-throughs to observe instructional delivery and student feedback as students give verbal justification to graphic questions. Verify DI strategies are incorporated in lesson plans. Verify student practice from graphically depicted student generated work. Apply the Florida Continuous Improvement Model (FCIM) for all processes.

Person or Persons Responsible

administration MTSS/RtI Team Literacy Leadership Team

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: Core Curriculum Assessments; Mini-assessments focused on Reporting Category 4; and District Baseline and Interim Assessments; Summative: 2014 FCAT 2.0 Assessment

G1.B1.S2 Students will be given more opportunities to engage with complex text, extract and employ evidence, and build knowledge from this process.

Action Step 1

Common Core Curriculum delivery

Person or Persons Responsible

teachers

Target Dates or Schedule

daily

Evidence of Completion

lesson plans

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

Core Curriculum implementation

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

classroom walk-throughs

Plan to Monitor Effectiveness of G1.B1.S2

students engaged with complex text

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

Core Curriculum Assessments

G1.B1.S3 All students will be given more grade level appropriate graphic examples and prompted to provide more verbal justification for answers to graphic questions during core instruction.

Action Step 1

verbal and written justification to answers

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

authentic student work

Plan to Monitor Fidelity of Implementation of G1.B1.S3

justification for answers to graphic questions

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans and classroom walk-throughs

Plan to Monitor Effectiveness of G1.B1.S3

written justification for answers to graphic questions

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

authentic student work

G1.B2 The school target goal is to increase students in Level 3 by 3 percentage points to 24% on the 2014 FCAT 2.0 Reading. A school barrier resulting from area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test for Grades 3, 4 & 5 is Reporting Category 4 Informational Text/Research Process. Students are weak in analyzing graphically depicted material and in drawing correct conclusions from the information text.

G1.B2.S1 Increase Differentiated Instruction and technology usage. All students will be given more grade level appropriate graphic examples and prompted to provide more verbal justification for answers to graphic questions during core instruction.

Action Step 1

Increase use of Technology. Provide Professional Development on Core Curriculum. Provide Reading Wonders Core Curriculum Webinars.

Person or Persons Responsible

Administration, Literacy Leadership Team, District Facilitators, McGraw-Hill Facilitators

Target Dates or Schedule

July 8-11 Grades K-1, July 15-18 Grades 2-3, July 22-25 Grades 4-5, August 15 Grades K-1, August 20 Grade 1, August 21 Grades 2-5, August 27 and 28 Grades K-5, September 3 and 4 Grades K-5, September 10 and 11 Grades K-5, September 17 and 18 Grades K-5, September 24 and 25 Grades K-5, October 1 and 2 Grades K-5, October 8 and 9 Grades K-5, October 15 and 16 Grades K-5, August 7--Science, August 13—music, August 15--art,

Evidence of Completion

Increased number of computer stations, technology reports, and increased technology utilization.

Facilitator:

McGraw-Hill Core Curriculum Publisher webinars District Facilitators

Participants:

administration and teachers

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

Monitor Lesson Plans for instructional strategies and DI. Monitor for technology usage.

Person or Persons Responsible

administration, MTSS/RtI

Target Dates or Schedule

ongoing

Evidence of Completion

during walk-throughs observe technology usage; technology reports

Plan to Monitor Effectiveness of G1.B2.S1

Verify technology usage. Increase classroom walk-throughs to observe instructional delivery and student feedback as students give verbal justification to graphic questions. Verify strategies are incorporated in lesson plans. Verify student practice from graphically depicted student generated work. Apply the Florida Continuous Improvement Model (FCIM) for all processes.

Person or Persons Responsible

Administration, MTSS/RtI

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, walk-throughs, authentic student work

G1.B3 The results of the 2013 FCAT 2.0 Reading Test indicate that 55% of students achieved proficiency Levels 4 and 5. The school goal for the 2013-2014 school year is to increase the students in Levels 4 and 5 by 5 percentage points to 60%.

G1.B3.S1 Infuse enrichment activities in all subject areas.

Action Step 1

enrichment activities

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans

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

enrichment activities

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

differentiated instruction in lesson plans

Plan to Monitor Effectiveness of G1.B3.S1

enrichment activities

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

Formative assessments: District baseline and Interim assessments. Summative assessments: 2014 Reading FCAT 2.0

G1.B4 The school goal for the 2013-2014 school year is to increase students achieving learning gains by 4 percentage points to 67%. A barrier to achieving the goal is the insufficient implementation of differentiated instruction.

G1.B4.S1 Increase Differentiated Instruction

Action Step 1

Increase Differentiated Instruction (DI)

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

observing DI during walk-throughs and DI in lesson plans

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

Differentiated Instruction

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

observed increase in Differentiated Instruction

Plan to Monitor Effectiveness of G1.B4.S1

Differentiated Instruction

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

Observation of DI

G1.B5 The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 48% (13) of students in the lowest 25th percentile made learning gains. The school target goal for the 2013-2014 school year is to increase the percent of students in the lowest quartile making learning gains to 53%. A barrier to achieving the goal is the insufficient implementation of differentiated instruction.

G1.B5.S1 Implement Core Curriculum intervention program

Action Step 1

Research-based Core Curriculum Intervention Program

Person or Persons Responsible

Interventionist

Target Dates or Schedule

daily

Evidence of Completion

assessments from intervention

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

Core Curriculum Intervention Program

Person or Persons Responsible

Administration

Target Dates or Schedule

daily

Evidence of Completion

Intervention attendance

Plan to Monitor Effectiveness of G1.B5.S1

Intervention results

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Intervention assessments

G1.B6 The percent proficient CELLA Target Goals for 2014 CELLA are 74% for Listening/Spreaking; 44% for Reading, and 46% for Writing. Students have difficulty determining the meaning of general academic and domain-specific words and phrases in text relevant to grade level. These students also struggle to clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content. The school will increase the CELLA proficient score in Reading from 37% (29) in 2013 to 50% in 2014. This is an increase of thirteen percentage points. Reporting Category 1 Vocabulary presents a critical barrier for ELL students. The students will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words. Based on District Assessments, Category 4 is also a barrier in reading for ELL students. It is difficult for ELL students to read and organize information text. The school will increase the CELLA proficient score in Writing from 37% in 2013 to 40% in 2014. This is a three percentage point increase. Writing present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, and plurals or irregular nouns is a barrier in writing for ELL students.

G1.B6.S1 Strategies to be utilized by all ELL teachers are: ESOL Strategies; C16 Focus on Key Vocabulary; C22 Word Banks and Vocabulary Notebooks; and G1 utilizing a Heritage Language English Dictionary. Revising writing, editing charts and conferences for feedback from teachers are ESOL writing strategies. ELL students will be able to listen to and identify as well as explain the element of a story.

Action Step 1

Utilize ESOL strategies

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans

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

ESOL strategies

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans

Plan to Monitor Effectiveness of G1.B6.S1

ESOL strategies

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

ELL student grades and test scores

G2. The school writing goal is for Grade 4 students to score 3.5 or higher in writing.

G2.B1 The school goal for the 2013-2014 school year is to increase the percentage of students achieving FCAT 2.0 Writing Levels of 3.5 to 6.0 from 76% (64) in 2013 to 78% on the 2014 FCAT 2.0 Writing Administration. The students have difficulty producing writing in which development and organization is appropriate for the task and purpose.

G2.B1.S1 Students will write a compare and contrast piece using organizational strategies such as graphic organizers, Venn Diagrams, content frames, three column charts, flow charts, and/or timelines. Students will create clarity by rearranging words and deleting or adding relevant details to provide fluency to their writing.

Action Step 1

Writing to engage with complex text.

Person or Persons Responsible

Teachers, Grade Level Teams, Administration

Target Dates or Schedule

daily and ongoing

Evidence of Completion

Formative: Student scores on weekly writing assessments; District Pre and Post Writing Assessments Summative: 2014 FCAT 2.0 Writing Assessment

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

Daily Writing Journals

Person or Persons Responsible

Administration MTSS/RtI Team Literacy Leadership Team

Target Dates or Schedule

Ongoing and Daily

Evidence of Completion

Robust Writing Journals with almost daily dates of entries

Plan to Monitor Effectiveness of G2.B1.S1

Document writing in which development and organization is appropriate for the task and purpose

Person or Persons Responsible

Administration MTSS/RtI Team Literacy Leadership Team

Target Dates or Schedule

Ongoing Daily

Evidence of Completion

Robust Writing Journals

G3. The school mathematics goal is for 81% of the students to be proficient in mathematics based on the 2014 FCAT.

G3.B1 The 2013 Math subgroups AMOs and their 2014 targets are as follows: All students 67% proficient and target 81%; Black 41% and target 69%; Hispanic 66% and target 82%; White 74% and target 93%; ELL 48% and target 74%; SWD 43% and target 54%; ED 51% and target 75%. The weakest Reporting Category in Mathematics as documented on the 2013 FCAT 2.0 Mathematics Test is the Reporting Category 2, Expressions, Equations, and Statistics. A longitudinal analysis of the FCAT 2.0 data shows the Reporting Category of Data Analysis to consistently have the lowest percentile averages. This barrier is a result of limited amount of student exposure to collecting real time, hands-on data from experiments and retrieving information from graphs, charts, scientific instruments, and tables to solve mathematical problems.

G3.B1.S1 Provide contexts for mathematical exploration and the development of student understanding in the areas of fractions, ratios, proportional relationships, and statistics through the use of manipulatives and engaging opportunities for practice.

Action Step 1

Monitor data and observe experiential strategies in classroom.

Person or Persons Responsible

Administration Grade Level Chairperson MTSS/RtI Team

Target Dates or Schedule

Weekly

Evidence of Completion

Formative: Mathematics Core Mini-assessments targeting Data Analysis and Probability; District Baseline Interim Assessments Summative: Results from 2014 FCAT 2.0 Mathematics Assessment

Action Step 2

Professional Development

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing; teachers: July 9-10; teachers: July 11-12; teachers: July 15-16; teacher: September 25; October 17; November 18; January 14; February 24; May 14 August 13 and 14

Evidence of Completion

PD completion rosters; Implementation of Core Curriculum; Formative and Summative Assessments

Facilitator:

District PD Facilitators

Participants:

Teachers and teacher liaisons

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

Professional Development Attendance

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Completed PD

Plan to Monitor Effectiveness of G3.B1.S1

Effective delivery of Core Competencies as a result of Professional Development Formative: Mathematics Core Mini-assessments targeting Data Analysis and Probability; District Baseline Interim Assessments Summative: Results from 2014 FCAT 2.0 Mathematics Assessment

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

Technology Reports; Formative: Mathematics Core Mini-assessments targeting Data Analysis and Probability; District Baseline Interim Assessments; Summative: Results from 2014 FCAT 2.0 Mathematics Assessment

G3.B1.S2 Increase student retrieval of information from graphs, table, or figures and use the information to solve problems.

Action Step 1

Increase use of graphs and tables to solve problems

Person or Persons Responsible

teachers

Target Dates or Schedule

daily and ongoing

Evidence of Completion

authentic student work

Plan to Monitor Fidelity of Implementation of G3.B1.S2

examples of retrieving information from graphs and charts

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

student portfolios

Plan to Monitor Effectiveness of G3.B1.S2

grades as a result of problem solving through charts and graphs

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

student portfolios

G3.B1.S3 Increase authentic student exercises targeting activities that prepare students to engage in more abstract reasoning, planning, data analysis, judgment, STEM exercises, use of technology and creative thought.

Action Step 1

Increase abstract reasoning problem solving

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S3

examples of abstract reasoning problem solving

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

math journals

Plan to Monitor Effectiveness of G3.B1.S3

examples of abstract reasoning problem solving

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

math journals, grades, and math assessment

G3.B1.S4 Provide Differentiated Instruction to students that are having difficulty in specific benchmarks that have not been mastered.

Action Step 1

The teacher will provide math intervention during Differentiated Instruction.

Person or Persons Responsible

The teacher will be responsible to provide the intervention.

Target Dates or Schedule

Daily

Evidence of Completion

Formative: math core mini-assessment targeting the benchmark not mastered and results from 2014 FCAT 2.0 Mathematics

Plan to Monitor Fidelity of Implementation of G3.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S4

>   **Person or Persons Responsible**

>   **Target Dates or Schedule**

>   **Evidence of Completion**

G3.B2 The school goal for the 2013-2014 school year is to increase the percentage of students in Math Level 3 and above to 81% and to increase students achieving at FCAT 2.0 Levels 4 and 5 from 41% to 46%. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 67% of students achieved Level 3 proficiency and above. The weakest Reporting Category in Mathematics as documented on the 2013 FCAT 2.0 Mathematics Test is the Reporting Category 2, Expressions, Equations, and Statistics. A longitudinal analysis of the FCAT data shows the Reporting Category of Data Analysis to consistently have the lowest percentile averages. The barrier is a result of limited amount of student exposure to collecting real time, hands-on data from experiments and retrieving information from graphs, charts, scientific instruments, and tables to solve problems. The results of the 2012-2013 FCAT 2.0 Mathematics test indicates 41% (117) of students achieved proficiency Levels 4 and 5. The previous year the percent was 45%. The growth curve of students in FCAT 2.0 Levels 4 and 5 has been flat for the last 3 years. The Level 4 and 5 student weakest area was Reporting Category 2 Expressions, Equations, and Statistics/Data Analysis as documented by the 2013 administration of the FCAT 2.0 Mathematics Test. This is a result of limited classroom opportunities to defend problem solving process, develop exploration, and practice inquiry activities. 2013 FCAT 2.0 Levels 4 & 5: Grade 3: 44% Grade 4: 43% Grade 5: 34% 2012 FCAT 2.0 Levels 4 & 5: Grade 3: 44 % Grade 4: 39% Grade 5: 44 % 2011 FCAT 2.0 Levels 4 & 5: Grade 3: 69% Grade 4: 46% Grade 5: 64% 2010 FCAT 2.0 Levels 4 & 5: Grade 3: 59% Grade 4: 45% Grade 5: 52%

G3.B2.S1 Increase enrichment activities to include Mathematics Core enrichment activities, hands-on student collection of data, creation of charts and graphs, use of Gizmos, use of math journals, and exploration/inquiry activities.

>   **Action Step 1**

>   Ongoing classroom assignments and assessments targeting practical hands-on application of the skills taught.

>   **Person or Persons Responsible**

>   Teachers

>   **Target Dates or Schedule**

>   daily

>   **Evidence of Completion**

>   Student portfolios, bi-weekly walk-throughs, student journals, application of FCIM for all processes

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

math journals

Person or Persons Responsible

administration

Target Dates or Schedule

weekly walk-throughs

Evidence of Completion

Formative: math core mini-assessments targeting statistics, data analysis and probability; Gizmos reports, District baseline and interim assessments. Summative: results from 2014 FCAT 2.0 Mathematics.

Plan to Monitor Effectiveness of G3.B2.S1

Review of ongoing class assignments for delivery implementation

Person or Persons Responsible

administration

Target Dates or Schedule

weekly

Evidence of Completion

Formative: math core mini-assessments targeting statistics, data analysis and probability; Gizmos reports, District baseline and interim assessments. Summative: results from 2014 FCAT 2.0 Mathematics.

G3.B3 The Math learning gains school target goal for 2013-2014 is to increase by 5 percentage points to 59%. The school goal for the lowest 25 percentile make learning gains is 44% for the 13-14 school year. The 2012- 2013 FCAT 2.0 Mathematics administration showed only 54% of the students making learning gains while 76% (135) of the students made Learning Gains in Mathematics on the 2011-2012 FCAT 2.0 Mathematics Test. As noted on the 2013 FCAT 2.0 Mathematics administration, students making learning gains decreased 22 percentage points when compared to the 2012 FCAT 2.0. The identified school barrier (Category 2 & 3) to increasing students making learning gains is the lack of students connecting math to real world situations and writing to explain and defend mathematical processes and problem solving. The target goal for the 2014 FCAT is 64% of the students making learning gains in math. Students Making Learning Gains: 2013: 54% 2012: 76% 2011: 71% 2010: 54% 2009: 65% 2008: 80% On the 2012-2013 FCAT 2.0 Mathematics Assessment, 38% (28) of the Students in the Lowest 25% category made Learning Gains. The weakest Reporting Category in Mathematics for the students in the Lowest 25 percentile as documented on the 2013 FCAT 2.0 Mathematics Test is Data Analysis and Algebra. The school barrier is the lack of students writing to explain, making predictions, drawing conclusions, and defending mathematical processes and problem solving. Lowest 25%: 2013: 38% 2012: 62% 2011: 57% 2010: 56% 2009: 60% 2008: 75%

G3.B3.S1 Increase student Mathematical problem solving and critical thinking skills through activities engaging students in real world connections (Super Market Game Night), planning, analysis, judgment, and creative thought. Utilize Mathematics writing journals encouraging students to analyze, explore, and explain their mathematical problem solving steps.

Action Step 1

deliver instruction using math journals and math manipulatives

Person or Persons Responsible

teachers

Target Dates or Schedule

daily

Evidence of Completion

math journals

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

verify usage of math journals and manipulatives

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

Formative assessments: Core Math mini-assessments; scoring and grading of student math journals; District baseline and Interim assessments. Summative: 2014 Mathematics FCAT 2.0 Assessment

Plan to Monitor Effectiveness of G3.B3.S1

verify student responses in math journals

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

Formative assessments: Core Math mini-assessments; scoring and grading of student math journals; District baseline and Interim assessments. Summative: 2014 Mathematics FCAT 2.0 Assessment

G3.B3.S2 Students in the lowest 25 percent quartile will receive intervention for 30 to 45 minutes 2 times per week with a teacher. The GO Math! reteach will be utilize to reteach skills.

Action Step 1

In-house tutoring will be provided to reteach skills not mastered.

Person or Persons Responsible

Teacher

Target Dates or Schedule

30 to 45 minutes twice a week

Evidence of Completion

Student mathematic journal

Plan to Monitor Fidelity of Implementation of G3.B3.S2

Math Journal

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly walk-through

Evidence of Completion

Math journal, math core mini-assessment and results from 2014 FCAT 2.0 Mathematics

Plan to Monitor Effectiveness of G3.B3.S2

Review of ongoing intervention delivery.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly walk-throughs

Evidence of Completion

Math core-assessment and results from 2014 FCAT 2.0 Mathematics

G4. The school goal is 67% of students to be proficient in Science.

G4.B1 The target goal for the 2013-2014 Science FCAT 2.0 is 33 % (70) of students scoring at least Level 3, a 3 percentage point increase. On the 2013 administration of the Science FCAT 2.0, 21% (59) of the students scored above proficiency at FCAT 2.0 Levels 3. The percent of students scoring at Level 3 on the 2013 Science FCAT 2.0 was 30% (25). The Science Reporting Category areas of greatest deficiency according to five years of trend data are Nature of Science and Physical Science. Students need to develop higher order thinking and research skills in order to increase their levels of proficiency by hands-on laboratory experiments.

G4.B1.S2 Provide students more opportunities to practice the 5-Es of Science (Engagement, Exploration, Explain, Expand-Extend-Elaborate, and Evaluate) through hands-on science lab activities and science journals. M

Action Step 1

Monitor lesson plans and Science journals.

Person or Persons Responsible

Teacher and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Science mini-assessment, Science lab journals and 2014 Science FCAT 2.0

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Monitor lesson plans and student Science Lab journals.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly walk-through

Evidence of Completion

Science mini-assessments, Science Lab journals and 2014 Science FCAT 2.0

Plan to Monitor Effectiveness of G4.B1.S2

Review Science mini-assessment and Science Lab journal.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly walk-through

Evidence of Completion

Science mini-assessment, Science Lab journal and 2014 Science FCAT 2.0

G4.B2 The expected level of performance for 2013-2014 is 34% a one percentage point increase of students scoring at FCAT Science Levels 4 and 5. The 2013 administration of the Science FCAT 2.0, 33% (27) of the students scored above proficiency at FCAT 2.0 Levels 4 and 5. The Science content cluster area of deficiency according to five years of trend data are the Nature of Science and Space and Physical Science. The teachers will be adding additional science lab projects and GIZMO enrichment.

G4.B2.S1 Identify students scoring 4 and 5 on the Reading and Mathematics portion of the FCAT 2.0 and mentor these students in the development of independent science and engineering projects. 100% of Level 4 and 5 students must create a Science Fair entry. Maintain Science Lab journals using the scientific process. Increase use of GIZMO program.

Action Step 1

Identify Level 4 and 5 students

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

2013 Science FCAT

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

Implementation of enrichment

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: mini-assessments, science lab journals, District baseline and interim assessments. Summative: Results of the 2014 Science FCAT 2.0.

Plan to Monitor Effectiveness of G4.B2.S1

Science labs, science journals, and technology reports.

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: mini-assessments, science lab journals, District baseline and interim assessments. Summative: Results of the 2014 Science FCAT 2.0.

G4.B2.S2 All students in 3rd through 5th grade will create a Science Fair project and maintain Science Lab journal.

Action Step 1

Organize a Science Fair.

Person or Persons Responsible

Teachers

Target Dates or Schedule

2nd Quarter

Evidence of Completion

Grades in the gradebook for Science Fair project process and completion.

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Monitor the scientific process to the Science Fair project.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Science Lab Journal and Science Fair project.

Plan to Monitor Effectiveness of G4.B2.S2

Review scientific process to the Science Fair project.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Scientific process, Science Lab Journal and Science Fair project.

G5. The STEM goal is to increase student participation in STEM activities.

G5.B1 The STEM goal for the 2013-2014 school year is to increase student (Grades 3-5) participation in a Science Fair Experiment to 100% and/or participate in the scientific process (K-2). Students must enter their research in the Science FAIR to be held in the fall and participate weekly in a Science Experiment. One hundred percent of students must keep a Science journal for recording Science experiements. Some students do not have the support with homework and the ability to complete all of the scientific process steps without assistance.

G5.B1.S1 Students in Grades K-2 will complete a Science Fair Project together under the instruction of the Science teacher. Grades 3-5 will be required to complete an individual Science Project to be entered in the school Science Fair. Students in Grades 3-5 will receive in-school support, monitoring and feedback on their Science Fair project. An instructional focus calendar and timeline for the Science Fair Project has been deployed.

Action Step 1

Organize Science Fair

Person or Persons Responsible

Teachers

Target Dates or Schedule

1st quarter

Evidence of Completion

Gradebook grade for Science Fair Project completion

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

Place Science Fair on School calendar and web site

Person or Persons Responsible

Administration and Science Fair Sponsor

Target Dates or Schedule

Date for Science Fair

Evidence of Completion

Gradebook grade for Science Fair Project completion

Plan to Monitor Effectiveness of G5.B1.S1

FCIM is used for all processes

Person or Persons Responsible

Teachers and parents

Target Dates or Schedule

Continuously and ongoing

Evidence of Completion

Gradebook grade for Science Fair Project completion

G6. The school goal for the 13-14 school year is to decrease: excessive absences; student behavorial referrals; and student suspensions.

G6.B1 The school goal for the 13-14 school year is to decrease: excessive absences (10 or more) from 3% (20) to 2%. Limited use of rewards and incentives and communicating importance of good attendance has been a barrier to increasing the attendance rate and tardies.Response to Intervention process completion time from identifying students with early warning signs until the time the student is staffed for Special Education needs to be reduced.The school does not have a before or after school tutoring program.

G6.B1.S1 Identify and refer students who may be developing a pattern of nonattendance and tardiness to the school Attendance Review Committee. Honoring students with perfect attendance and zero tardies on Morning TV. Ice cream party for perfect attendance. Daily announcement of attendance rates on morning announcements stressing good school attendance.

Action Step 1

Monitor Principal Attendance Intervention Dashboard, conduct Attendance Intervention meetings with parents and complete online Attendance/tardy Intervention Plan. Registrars PD At-risk students; suspensions; absences and tardies and health issues Apply FCIM for all processes.

Person or Persons Responsible

Administration, Counselor, teachers, registrar

Target Dates or Schedule

Ongoing August 9 Registrar's PD for At-risk students; suspensions; absences and tardies and health issues September 16; December 3; November 8; February 24; May 1 Counselors PD on At-risk students; suspensions; absences and tardies and health issues

Evidence of Completion

Formative: COGNOS Attendance Rate Data; suspensions, tardies, student case management for behavior issues Summative: COGNOS 2013 Attendance Rate Data

Facilitator:

District Division of Student Services

Participants:

Counselor and registrar

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

Monitor Principal Attendance Intervention Dashboard, conduct Attendance Intervention meetings with parents and complete online Attendance/tardy Intervention Plan. Apply FCIM for all processes.

Person or Persons Responsible

teachers, administration

Target Dates or Schedule

daily

Evidence of Completion

Formative: COGNOS Attendance Rate Data Summative: COGNOS 2013 Attendance Rate Data

Plan to Monitor Effectiveness of G6.B1.S1

Monitor Principal Attendance Intervention Dashboard, conduct Attendance Intervention meetings with parents and complete online Attendance/tardy Intervention Plan. Apply FCIM for all processes.

Person or Persons Responsible

teachers and administration

Target Dates or Schedule

daily

Evidence of Completion

Formative: COGNOS Attendance Rate Data Summative: COGNOS 2013 Attendance Rate Data

G6.B2 Students who receive tow or more behavior referrals will be reduced from 9% to 8%.Staff have difficulty finding blocks of time in the highly scripted school day to counsel students on behavior issues such as coping skills, anger management, problem-solving, and conflict resolution. Time needs to be allocated for teaching behavioral skills, monitoring skill development and recognition for student progress.

G6.B2.S1 Set aside time for group behavior intervention sessions for specific topics such as coping skills, anger management, problem-solving and conflict resolution.

Action Step 1

Group intervention sessions

Person or Persons Responsible

Counselor

Target Dates or Schedule

As needed

Evidence of Completion

Lesson plans and program description

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

Group intervention sessions

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

PMP Plans and Requests for Assistance monitored

Plan to Monitor Effectiveness of G6.B2.S1

Group intervention sessions

Person or Persons Responsible

administration

Target Dates or Schedule

monthly

Evidence of Completion

student case management referrals

G6.B3 Students who receive one or more behavior referrals that lead to suspension will be maintained at 1%. It is difficult for staff to assess and modify negative student social and emotional competence, self-regulation, problem solving, and decision-making behaviors leading to student suspension. The school has a Suspension Plan to address negative student behavior. The school has implemented Do the Right Thing and a Bullying curriculum in order to be proactive when dealing with negative student behaviors.

G6.B3.S1 Create school culture to promote and maintain a safe school environment, social and emotional competence, self-regulation, problem-solving and decision-making, student self-advocacy and independence, positive character traits, and pro-social behaviors as alternatives to aggression, violence, or self-destructive behavior. Implement "Do the Right Thing", Bullying Curriculum, and "Fill the Bucket."

Action Step 1

Promote and safe school environment and healthy student behavior

Person or Persons Responsible

Administration, School Social Worker and School Counselor

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: COGNOS Attendance Rate Data; suspensions, tardies, student case management referrals for behavior issues Summative: COGNOS 2013 Attendance Rate Data; suspension data, tardies, and student case management referrals for behavior issues

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

reduction in student suspensions

Person or Persons Responsible

administration and counselor

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: COGNOS Attendance Rate Data; suspensions, tardies, student case management referrals for behavior issues Summative: COGNOS 2013 Attendance Rate Data; suspension data, tardies, and student case management referrals for behavior issues

Plan to Monitor Effectiveness of G6.B3.S1

reduction in students suspensions

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: COGNOS Attendance Rate Data; suspensions, tardies, student case management referrals for behavior issues Summative: COGNOS 2013 Attendance Rate Data; suspension data, tardies, and student case management referrals for behavior issues

G7. The 2013-2014 school goal for parent participation is to increase parent participation in PTA to 55%.

G7.B1 Parent participation rate in at least one school-wide activity, PTA membership, was 51% for the 2012-2013 school year. Many parents are working two jobs or longer hours and are unable to volunteer, attend school meetings and activities. The school barrier is the lack of information parents receive and access in time to stay current with what is happening at their child's school.

G7.B1.S1 Keep current information on the user friendly school web site. Increase the use of ConnectEd to inform parents of upcoming meetings and activities. Update all staff emails on the school web site. Keep staff voicemails updated.

Action Step 1

collect PTA membership dues, monitor membership

Person or Persons Responsible

Administration, teachers, PTA Board, parents

Target Dates or Schedule

ongoing

Evidence of Completion

PTA membership and Parent sign-in rosters at school functions.

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

monitor membership dues submitted

Person or Persons Responsible

Teachers, PTA Board Members, Administration

Target Dates or Schedule

ongoing

Evidence of Completion

PTA membership and Parent sign-in rosters at school functions.

Plan to Monitor Effectiveness of G7.B1.S1

Monitor parent attendance logs and Connect Ed message logs. Check voicemails for access to parents. Monitor school web site for current information. Apply FCIM for all processes.

Person or Persons Responsible

PTA Board Members, Teachers, Administration

Target Dates or Schedule

ongoing

Evidence of Completion

PTA membership dues and Parent sign-in rosters at school functions.

Coordination and Integration

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

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

Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols
Supplemental Academic Instruction (SAI)
This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
Violence Prevention Programs
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
• TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
District Policy Against Bullying and Harassment
• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
• Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.
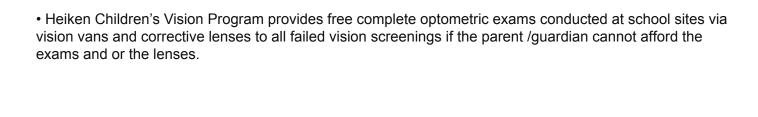Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
HIV/AIDS Curriculum: AIDS Get the Facts!
• AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
• HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.
Miami Lighthouse / Heiken Children's Vision Program

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The school reading goal is for 81% of the students to be proficient in reading based on the 2014 FCAT.

G1.B1 The subgroups making their AMO targets were All Students, ED, Blacks and SWD. Subgroups not making AMO were Whites, Hispanics, and ELL. A school barrier resulting from area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test for the subgroups White, Hispanic, and ELL, is Category 4 Informational Text/Research Process. Students are weak in analyzing graphically depicted material and in drawing correct conclusions from the information. Additionally the ELL subgroup consistently scores low in the Reading Application Category.

G1.B1.S1 All students will be given more grade level appropriate informational text, research process, graphic examples and prompted to provide more verbal justification for answers to graphic questions during core instruction.

PD Opportunity 1

Increase Student exposure of how to articles, brochures, and fliers and other real world documents to identity text features of informational materials and research processes. Professional Development supporting Core Curriculum and Differentiated Instruction.

Facilitator

District Office of Special Education and Educational Services

Participants

teachers

Target Dates or Schedule

ongoing; teachers of SWD September 3; teachers of SWD and PE teacher September 26

Evidence of Completion

Formative: Core Curriculum Assessments, Mini-assessments focused on Subgroups not making AMO, Reporting Category 4, and District Baseline and Interim Assessments Summative: 2014 FCAT 2.0 Assessment

G1.B2 The school target goal is to increase students in Level 3 by 3 percentage points to 24% on the 2014 FCAT 2.0 Reading. A school barrier resulting from area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test for Grades 3, 4 & 5 is Reporting Category 4 Informational Text/Research Process. Students are weak in analyzing graphically depicted material and in drawing correct conclusions from the information text.

G1.B2.S1 Increase Differentiated Instruction and technology usage. All students will be given more grade level appropriate graphic examples and prompted to provide more verbal justification for answers to graphic questions during core instruction.

PD Opportunity 1

Increase use of Technology. Provide Professional Development on Core Curriculum. Provide Reading Wonders Core Curriculum Webinars.

Facilitator

McGraw-Hill Core Curriculum Publisher webinars District Facilitators

Participants

administration and teachers

Target Dates or Schedule

July 8-11 Grades K-1, July 15-18 Grades 2-3, July 22-25 Grades 4-5, August 15 Grades K-1, August 20 Grade 1, August 21 Grades 2-5, August 27 and 28 Grades K-5, September 3 and 4 Grades K-5, September 10 and 11 Grades K-5, September 17 and 18 Grades K-5, September 24 and 25 Grades K-5, October 1 and 2 Grades K-5, October 8 and 9 Grades K-5, October 15 and 16 Grades K-5, August 7--Science, August 13—music, August 15--art,

Evidence of Completion

Increased number of computer stations, technology reports, and increased technology utilization.

G3. The school mathematics goal is for 81% of the students to be proficient in mathematics based on the 2014 FCAT.

G3.B1 The 2013 Math subgroups AMOs and their 2014 targets are as follows: All students 67% proficient and target 81%; Black 41% and target 69%; Hispanic 66% and target 82%; White 74% and target 93%; ELL 48% and target 74%; SWD 43% and target 54%; ED 51% and target 75%. The weakest Reporting Category in Mathematics as documented on the 2013 FCAT 2.0 Mathematics Test is the Reporting Category 2, Expressions, Equations, and Statistics. A longitudinal analysis of the FCAT 2.0 data shows the Reporting Category of Data Analysis to consistently have the lowest percentile averages. This barrier is a result of limited amount of student exposure to collecting real time, hands-on data from experiments and retrieving information from graphs, charts, scientific instruments, and tables to solve mathematical problems.

G3.B1.S1 Provide contexts for mathematical exploration and the development of student understanding in the areas of fractions, ratios, proportional relationships, and statistics through the use of manipulatives and engaging opportunities for practice.

PD Opportunity 1

Professional Development

Facilitator

District PD Facilitators

Participants

Teachers and teacher liaisons

Target Dates or Schedule

Ongoing; teachers: July 9-10; teachers: July 11-12; teachers: July 15-16; teacher: September 25; October 17; November 18; January 14; February 24; May 14 August 13 and 14

Evidence of Completion

PD completion rosters; Implementation of Core Curriculum; Formative and Summative Assessments

G6. The school goal for the 13-14 school year is to decrease: excessive absences; student behavorial referrals; and student suspensions.

G6.B1 The school goal for the 13-14 school year is to decrease: excessive absences (10 or more) from 3% (20) to 2%. Limited use of rewards and incentives and communicating importance of good attendance has been a barrier to increasing the attendance rate and tardies.Response to Intervention process completion time from identifying students with early warning signs until the time the student is staffed for Special Education needs to be reduced.The school does not have a before or after school tutoring program.

G6.B1.S1 Identify and refer students who may be developing a pattern of nonattendance and tardiness to the school Attendance Review Committee. Honoring students with perfect attendance and zero tardies on Morning TV. Ice cream party for perfect attendance. Daily announcement of attendance rates on morning announcements stressing good school attendance.

PD Opportunity 1

Monitor Principal Attendance Intervention Dashboard, conduct Attendance Intervention meetings with parents and complete online Attendance/tardy Intervention Plan. Registrars PD At-risk students; suspensions; absences and tardies and health issues Apply FCIM for all processes.

Facilitator

District Division of Student Services

Participants

Counselor and registrar

Target Dates or Schedule

Ongoing August 9 Registrar's PD for At-risk students; suspensions; absences and tardies and health issues September 16; December 3; November 8; February 24; May 1 Counselors PD on At-risk students; suspensions; absences and tardies and health issues

Evidence of Completion

Formative: COGNOS Attendance Rate Data; suspensions, tardies, student case management for behavior issues Summative: COGNOS 2013 Attendance Rate Data

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The school reading goal is for 81% of the students to be proficient in reading based on the 2014 FCAT.	$3,000
	Total	$3,000

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Total
EESAC	$3,000	$3,000
Total	$3,000	$3,000

Budget Details

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

G1. The school reading goal is for 81% of the students to be proficient in reading based on the 2014 FCAT.

G1.B2 The school target goal is to increase students in Level 3 by 3 percentage points to 24% on the 2014 FCAT 2.0 Reading. A school barrier resulting from area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test for Grades 3, 4 & 5 is Reporting Category 4 Informational Text/Research Process. Students are weak in analyzing graphically depicted material and in drawing correct conclusions from the information text.

G1.B2.S1 Increase Differentiated Instruction and technology usage. All students will be given more grade level appropriate graphic examples and prompted to provide more verbal justification for answers to graphic questions during core instruction.

Action Step 1

Increase use of Technology. Provide Professional Development on Core Curriculum. Provide Reading Wonders Core Curriculum Webinars.

Resource Type

Technology

Resource

Increase number of computer stations.

Funding Source

EESAC

Amount Needed

$3,000