2013-2014 SCHOOL IMPROVEMENT PLAN

Cutler Ridge Elementary School

20210 CORAL SEA RD
Cutler Bay, FL 33189
305-235-4611
http://www.cre.dade.k12.fl.us/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	72%

Alternative/ESE Center	Charter School	Minority Rate
No	No	87%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	B	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
Cutler Ridge Elementary School

Principal
Adrienne L. Wright Mullings

School Advisory Council chair
Elizabeth Regalado

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

Name	Title
Suzette Fraginals	Assistant Principal
Isabel Lazcano	Assistant Principal
Janice Dixon	Reading Liaison
Francisco Diaz	Math Liaison
Jennifer Morrow	Science Liaison
Sandra Castellon	Media Sepcialist
Elke Del Sol	Professional Development
Elizabeth Regalado	Counselor
Michelle Rolon	SPED Liaison

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Include each position title and the number of people in that position
Principal -1
UTD steward – 1
Teachers – 5
Parents – 6
Educational support - 1

Student – 1
Business Community Representative – 3

Involvement of the SAC in the development of the SIP

The School Advisory Council meets monthly to evaluate data and student progress, as well as, develop and monitor the implementation of the School Improvement Plan. The SAC also determines the instructional needs of the student body and faculty. Community involvement is promoted by including members of the community as stakeholders.

Activities of the SAC for the upcoming school year

Purchase materials to enhance student achievement, such as Additional supplemental materials will be purchased on an as needed basis.

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

$400.00 Computer Software
$800.00 Copy Paper

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

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

Highly Qualified Staff

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

Administrators

of administrators
3

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

Administrator Information:

Adrienne L. Wright Mullings		
Principal	Years as Administrator: 17	Years at Current School: 10

Credentials	Bachelors of Science Management information Systems Masters of Science Elementary Education Bachelors of Science in Elementary Education (ESOL)
Performance Record	2013 – School Grade B Rdg. Proficiency, 62% Math Proficiency, 67% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 70points Rdg. Imp. of Lowest 25% - 58 points Math Imp. of Lowest 25% - 76 points Rdg. AMO –70 Math AMO–74 2012 – School Grade A Rdg. Proficiency, 67% Math Proficiency, 65% Rdg. Lrg. Gains, 76 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 71 points Rdg. AMO –70 Math AMO–74 2011– School Grade A Rdg. Proficiency, 83% Math Proficiency, 87% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 69 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 72 points Rdg. AMO –67 Math AMO–72 2010– School Grade A Rdg. Proficiency, 82% Math Proficiency, 82%

Suzette Fraginals		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	Bachelors of Science Elementary Education K-6 Masters of Science in Reading (K-12) English for Speakers of Other Languages (ESOL) Educational Specialist in Educational Leadership
Performance Record	2013 – School Grade B Rdg. Proficiency, 62% Math Proficiency, 67% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 70points Rdg. Imp. of Lowest 25% - 58 points Math Imp. of Lowest 25% - 76 points Rdg. AMO –70 Math AMO–74 2012 – School Grade A Rdg. Proficiency, 67% Math Proficiency, 65% Rdg. Lrg. Gains, 76 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 71 points Rdg. AMO –70 Math AMO–74 2011– School Grade A Rdg. Proficiency, 83% Math Proficiency, 87% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 69 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 72 points Rdg. AMO –67 Math AMO–72 2010– School Grade A Rdg. Proficiency, 82% Math Proficiency, 82%

Isabel Lazcano		
Asst Principal	Years as Administrator: 2	Years at Current School: 1

Credentials	Bachelors of Science Elementary Education K-6 Educational Specialist in Educational Leadership
Performance Record	2013 – School Grade B Rdg. Proficiency, 62% Math Proficiency, 67% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 70points Rdg. Imp. of Lowest 25% - 58 points Math Imp. of Lowest 25% - 76 points Rdg. AMO –70 Math AMO–74 2012 – School Grade A Rdg. Proficiency, 67% Math Proficiency, 65% Rdg. Lrg. Gains, 76 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 71 points Rdg. AMO –70 Math AMO–74 2011– School Grade A Rdg. Proficiency, 83% Math Proficiency, 87% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 69 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 72 points Rdg. AMO –67 Math AMO–72 2010– School Grade A Rdg. Proficiency, 82% Math Proficiency, 82%

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

0		
Part-time / District-based	Years as Coach: 0	Years at Current School: 0

Areas [none selected]

Credentials

Performance Record

Classroom Teachers

# of classroom teachers
54

 # receiving effective rating or higher
54, 100%

 # Highly Qualified Teachers
83%

 # certified in-field
54, 100%

 # ESOL endorsed
39, 72%

 # reading endorsed
5, 9%

 # with advanced degrees
16, 30%

 # National Board Certified
3, 6%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
3, 6%

 # with 6-14 years of experience
30, 56%

 # with 15 or more years of experience
20, 37%

Education Paraprofessionals

# of paraprofessionals
2

 # Highly Qualified
2, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

 # receiving effective rating or higher

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

1. Provide Professional Development to teachers in identified areas of need and include time for teachers to implement what they have learned. (Prof. Development Liaison)
2. Implement Professional Learning Communities in which teachers share best practices, interpret results of tests, accommodate diverse students' learning needs, and address problems. (Professional Development Liaison)
3. Implement collaborative planning whereupon teachers plan lessons and teacher made assessments; examine student work; examine teacher work; and plan, use, and evaluate instructional practices. (Curriculum Leaders)
4. Utilize the Mentoring and Induction for New Teachers (MINT) program, the teachers' preparation programs, to provide more training in areas in which teachers feel weak.(Principal / Assistant Principal)
5. Incentives for teachers, who arrive early, maintain good attendance and/or participate in extra-curricular activities (movie and restaurant gift cards). (Principal / Assistant Principal / PTA)
6. Mentoring Buddy System amongst newly hired teachers and veteran teachers. (Principal / Assistant Principal)

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

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

At Cutler Ridge Elementary School and Assurant Satellite Learning Center, both the mentor and mentee benefit from relationships that encourage reflection on the practice of teaching. This comprehensive mentoring program involves both beginning teachers and experienced teachers who are new to the school or grade level and/or identified as being in need of improvement.
This program provides resources, especially time for mentoring teams to meet, observe each other's techniques, model best practices, and discuss improvements to classroom and instructional practices. Some key activities include: support in lesson planning, instructional delivery, and classroom management.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

The MTSS Leadership team will:
-Monitor and adjust the school's academic and behavioral goals through data gathering analysis
-Monitor the fidelity of the delivery of instruction and intervention
-Provide levels of support and interventions to students and teachers based on data

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

- Adrienne Wright-Mullings, Principal- Monitor academic and behavior data and assist in monitoring and responding to the needs of subgroups
-Isabel Lazcano, Assistant Principal- Monitor academic and behavior data and assist in monitoring and responding to the needs of subgroups
-Suzette Fraginals, Assistant Principal- Monitor academic and behavior data and assist in monitoring and responding to the needs of subgroups
-Janice Dixon, Reading Curriculum Leader- Gather and analyze data to determine PD for faculty, assist in monitoring and responding to the needs of subgroups, and monitor the effectives of interventions being implemented
-Susan Martell, Kindergarten Curriculum Leader- and assist in monitoring and responding to the needs of subgroups
-Elke Del Sol, First Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups
-Janice Dixon, Second Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups
-Linda Snowden, Third Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups
-Anne Suris-Garcia, Fourth Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups
-Jennifer Morrow, Fifth Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups and organize professional development for based on student needs
-Micelle Rolon- SPED/Special Areas Curriculum Leader- assist in monitoring and responding to the needs of subgroups and special education students
-Elizabeth Regalado Counselor- Monitor behavior data and student attendance
- Francisco Diaz Math Liaison- Gather and analyze data to determine PD for faculty
- Jennifer Morrow- Science Liaison- Gather and analyze data to determine PD for faculty
-Elke Del Sol PD Liaison - Provides professional development opportunities for staff to be trained in critical areas
- Sandra Castellon- Media Specialist- Assist in providing teachers and students with supplemental resources
- David Dingley- Micro-systems Tech Specialist- ensure appropriate software is available for the implementation of technology and on line interventions and resources

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

The leadership team will meet monthly to monitor and adjust the school's academic and behavioral goals through data gathering analysis, monitor the fidelity of the delivery of instruction and intervention, and provide levels of support and interventions to students based on data. Administration, teachers and support staff will analyze data to provide students with necessary academic/behavioral interventions. Student data in the interventions will be gathered and analyzed to monitor student progress. The MTSS team will make decisions to ensure students' needs are met in an effective manner. We will utilize the School Improvement Plan as a working document to guide the instructional plan for the 2013-2014 school year. Monthly review of the effectiveness of developed strategies will be a primary focus of the MTSS Leadership Team meetings. In order to monitor the fidelity of this system, revisions will be made to school developed programs, interventions, and initiatives to ensure the effective application of school developed and district developed programs for improving student achievement.

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

1.Data will be used to guide instructional decisions and system procedures for all students to:
• Adjust the delivery of curriculum and instruction to meet the specific needs of students
• Adjust the delivery of behavior management system
• Adjust the allocation of school-based resources
• Drive decisions regarding targeted professional development
• Create student growth trajectories in order to identify and develop interventions
2.Managed data will include:
Academic
• FAIR assessment
• Interim assessments
• State/Local Mathematics and Science assessments
• FCAT
• Student grades
• School site specific assessments Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per month
• Team climate surveys
• Attendance
• Referrals to special education programs
Behavioral
• Functional Assessments
• Behavior (FAB)
• Behavior Intervention Plan (BIP)
• Behavior Modification Chart
• Anecdotal Notes
• SCAMS
• Attendance Committee Interventions

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

Administration, teachers, and support staff will be trained on MTSS using the MTSS Training Module online, available through MDCPS professional development, and in PD's at school site. The MTSS team will also evaluate additional staff PD needs during the monthly MTSS Leadership Team meetings. Parents will be informed of the MTTS and its responsibilities and will be invited to all meetings that relate to their individual students.

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

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

Strategy: Before or After School Program
Minutes added to school year: 1,080

The implementation of SuccessMaker will be offered to those "bubble students" who do not receive interventions throughout the school day. The technology based program serves as an intervention and an enrichment program. Success Maker meets the individual needs of each student as identified in the Initial Placement component of the program.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected by the teachers on a monthly basis and reviewed to ensure progress is being demonstrated for each student. Acceptable student progress is demonstrated as students show gains from their initial placement level at the start of the program.

Who is responsible for monitoring implementation of this strategy?

-Administrators
Adrienne Wright Mullings-Principal
Suzette Fraginals- Assistant Principal
Isabel Lazcano- Assistant Principal
- Reading Curriculum Leader
Lori Williams
Janice Dixon
- Curriculum Leaders for grades K-5
Kindergarten- Susan Martell
Grade 1- Elke Del Sol
Grade 2- Janice Dixon
Grade 3 – Linda Snowden
Grade 4 – Anne Suris-Garcia
Grade 5 – Jennifer Morrow
- Curriculum Leaders for ESOL and SPED
ESOL – Laura Garcia
SPED –Michelle Rolon
-Mathematics Liaison- Francisco Diaz
-Science Liaison- Jennifer Morrow
-Media Specialist- Sandra Castellon

Literacy Leadership Team (LLT)

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

Name	Title
Adrienne Wright Mullings	Principal
Suzette Fraginals	Assistant Principal
Isabel Lazcano	Assistant Principal
Janice Dixon	Reading Liaison

Name	Title
Francisco Diaz	Math Liaison
Jennifer Morrow	Science Liaison
Susan Martell	Chair Person
Elke Del Sol	Chair Person
Janice Dixon	Chair Person
Linda Snowden	Chair Person
Anne Suris-Garcia	Chair Person
Sandra Castellon	Media Specialist
Laura Garcia	ESOL
Michelle Rolon	SPED

How the school-based LLT functions

Our Literacy Leadership Team will meet monthly or on an as needed basis to:
- Create a literacy foundation to sustain success.
- Assemble a working system to promote positive change.
- Utilize scaffolds to expand success.
- Provide a support system to build capacity and to sustain professional
learning with the focus on improving student learning.
- Work cohesively to investigate solutions to issues of student learning
and professional learning.
Administration will:
- Lead literacy leadership team and develop a literacy plan across all content areas.
- Analyze, organize, and disseminate student data.
- Take action using student achievement data.
- Support teachers in making instructional changes to improve literacy.
- Monitor on-going instruction and provide feedback to teachers.
Reading Curriculum Leader will:
- Analyze student data to monitor literacy progress.
- Actively promote the process of literacy in classrooms.
- Remain current on scientifically based reading research
- Be willing and available to advise and assist teachers in assessing student needs and
appropriate teaching strategies to improve skills.
- Along with the Media Specialist, maintain a professional library of literacy
materials available for school use.
- Assist the Principal in leading the school literacy leadership team.
- Assist the Principal in leading the development and implementation of the school
literacy plan.
Curriculum Leaders/Teachers will:
- Work with teachers to develop instructional plans reflecting non-negotiable expectations for daily
practice.
- Use appropriate assessment to guide practice.
- Participate in professional development and facilitate Professional Learning
Communities (PLC's)
- Communicate positively about literacy learning across content areas.
- Engage parents in literacy learning.
- Model the love of reading.
Media Specialist will:
- Order appropriate materials, including bilingual materials.

- Provide accessibility to students.
- Recommend and select age-appropriate/reading level appropriate materials to students.
- Along with the Reading Curriculum Leader, maintain a professional library of literacy materials available for school use.
-Support teachers and students through an effective implementation and monitoring of the Accelerated Reader program
- Model passion and love for reading.

Major initiatives of the LLT

The purpose of the Literacy 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. Reading Leadership team and how the principal will promote the Literacy Leadership Team as an integral part of the school literacy process to build a culture of reading throughout the school. The principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The (LLT) collaboratively will then:
-Establish an effective LLT (Literacy Leadership Team).
-Develop and implement a school-wide literacy plan.
-Create a positive atmosphere and high expectations for literacy learning across all content areas.
-Ensure a scientific, research-based reading intervention for the lowest 25%, including appropriate personnel, professional development, materials, technology, and time.
-Provide enrichment literacy based activities to maintain and increase academic achievement

Every Teacher Contributes to Reading Instruction

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

By modeling and providing a print rich environment that is conducive to learning and demonstrates the need for literacy. All teachers will have the opportunity to teach the school's Reading Intervention program to a select group of students. The latter will take place through the homogenous cross grouping of students at all Grade Levels

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

Kindergarten orientation is held on the Saturday before the start of school. This year orientation will be held on August 16th and August 17, 2013. Students and parents are encouraged to attend the orientation where they attain essential information as it pertains to their new school and the Kindergarten curriculum. Parents/Guardians and students are then given the opportunity to meet the Kindergarten teacher and visit their new classroom. Additionally, parents are encouraged to become approved volunteers and PTA members to support the many school wide initiatives that take place throughout the school year.

Expected Improvements

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	70%	62%	No	73%
American Indian				
Asian				
Black/African American	53%	51%	No	58%
Hispanic	72%	63%	No	75%
White	85%	73%	No	87%
English language learners	58%	38%	No	62%
Students with disabilities	41%	28%	No	47%
Economically disadvantaged	63%	53%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	121	27%	30%
Students scoring at or above Achievement Level 4	154	34%	35%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	212	69%	72%
Students in lowest 25% making learning gains (FCAT 2.0)	48	58%	62%

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)	52	41%	47%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	36	29%	36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	39	31%	38%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	70	46%	51%
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	74%	67%	No	77%
American Indian				
Asian				
Black/African American	58%	56%	No	62%
Hispanic	74%	67%	No	77%
White	92%	77%	No	93%
English language learners	69%	47%	No	72%
Students with disabilities	47%	38%	No	52%
Economically disadvantaged	68%	59%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	145	32%	34%
Students scoring at or above Achievement Level 4	151	34%	35%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	145	70%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	151	76%	78%

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	40	29%	32%
Students scoring at or above Achievement Level 4	29	21%	22%

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)			
Participation in STEM-related experiences provided for students			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	44	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	34	4%	3%
Students who are not proficient in reading by third grade	69	43%	39%
Students who receive two or more behavior referrals	80	10%	9%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	6	1%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Barrier:
Parents have limited knowledge and understanding of available resources and materials, as well as, limited comprehension of available resources and materials due to limited English proficiency.
Action Step:
• Facilitate the use of parenting materials in English and Spanish through the use of Take Home Tuesday Folders.
• Make these materials available at the Parent Resource Center.
Monitored for Fidelity:
• The action step will be monitored for fidelity by School Administration and parent liaison.
Monitor for Effectiveness:
• Review participation logs indicating the number of parents who have visited the parent resource center.

Monitor Progress:
• Participation Logs and Telephone Logs Barrier:
• Parents have limited knowledge and understanding of school wide programs.
Action Steps:
• Family members, students, and teachers will be invited to participate in workshops to learn how the school uses various programs. Instructional Staff will create classroom websites to increase parent involvement.
Monitored for Fidelity:
• The action step will be monitored for fidelity by School Administration and Reading Curriculum Leader
Monitor for Effectiveness:
• Review sign in sheets/logs to determine the number of parents attending school or community events.
Monitor Progress:
• Sign in Sheets and Participation Logs Barrier:
Parents are not aware of their children's academic expectations due to lack of communication with their child's teacher.
Action Steps:
• Offer parents a FCAT Informational Session catered towards each grade level.
• Monitored for Fidelity:
• The action step will be monitored for fidelity by School Administration and Reading Curriculum Leader
Monitor for Effectiveness:
• Review sign in sheets/logs to determine the number of parents attending FCAT Informational Session.
Monitor Progress:
• Sign in Sheets and Participation Logs Barrier:
Parents are not aware of information and notices sent home due to lack of follow up on assignments.
Action Steps:
• Use of Connect-Ed messaging system and Take Home Tuesday Folders to distribute information and notices.
Monitored for Fidelity:
• The action step will be monitored for fidelity by School Administration.
Monitor for Effectiveness:
• Review parent telephone logs.
Monitor Progress:
• Sign in Sheets and Participation Logs

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. The data from the 2013 FCAT 2.0 indicates 62% of students achieved proficiency in Reading. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency in Reading by 11 percentage points to 73%.

G2. The result of the 2013 administration of the FCAT Writing indicates that 46% of the 4th grade students achieved FCAT level 3.5 or higher. Our Goal is to increase to 51%

G3. 2013 FCAT 2.0 Mathematics Indicates 67% of students scored a level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency in math, Level 3 or above, by 10 percentage points to 77%

G4. Our goal for 2013-2014 school year is to increase the percentage of students achieving proficiency in science, Level 3 or above, by 10 percentage points to 50%.

G5. Our goal for the 2013-2014 school year is to introduce and increase the level of student participation in the STEM club from students 0 to 25 students.

G6. To promote active parental engagement in school activities and community involvement from 30% to 32% based on our participation log

G7. Maintain students in satisfactory attendance through out the 2013-2014 school year and to identify the students at risk and provide early interventions for the students.

Goals Detail

G1. The data from the 2013 FCAT 2.0 indicates 62% of students achieved proficiency in Reading. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency in Reading by 11 percentage points to 73%.

Targets Supported

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

Resources Available to Support the Goal

- McGraw Hill Wonders Reading Series, McGraw Hill Wonder Works, Reading Plus, Success Maker, Professional Development

Targeted Barriers to Achieving the Goal

- Results from the 2013 FCAT 2.0 reading indicates that 51% of the students in the Black subgroup are making satisfactory progress. The students demonstrated a weakness in the ability to Information Text and Research. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the Black subgroup making satisfactory progress to 78%.

- Results from the 2013 FCAT 2.0 reading indicates that 63% of the students in the Hispanic subgroup are making satisfactory progress. The students demonstrated a weakness in the ability to Information Text and Research. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the Hispanic subgroup making satisfactory progress to 73%.

- Results from the 2013 FCAT 2.0 reading indicates that 38% of the students in the ELL subgroup are making satisfactory progress. The students demonstrated a weakness in the ability to comprehend complex text vocabulary due to a limited English language base. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the ELL subgroup making satisfactory progress to 62%.

- Results from the 2013 FCAT 2.0 Reading indicate 28% of students in the SWD subgroup are making satisfactory progress. The students demonstrate a weakness in the ability to read and comprehend on grade level text. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the SWD subgroup making satisfactory progress to 47%.

- Results from the 2013 FCAT 2.0 Reading indicate 53% of students in the ED subgroup are making satisfactory progress. The students demonstrate a weakness in the ability to read and comprehend complex text. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the ED subgroup making satisfactory progress to 66%.

- Results from the 2013 FCAT 2.0 Reading indicate 27% of the students scored a Level 3. Our target for the 2013-2014 school year is to increase the percentage of students scoring a Level 3 to 35%. Performance data shows a deficiency in Reporting Category 2, Reading Application. Students demonstrate a weakness in the ability to read and understand Author's Purpose and Perspective, as well as, identifying main idea/message, relevant details and chronological order. Additionally, the students demonstrate a weakness in identifying cause and effect relationships, theme/topic, text structures, and comparing and contrasting elements, characters, settings, events and problems.

- Results from the 2013 FCAT 2.0 Reading indicate 34% of the students scored a Level 4 and 5. Our target for the 2013-2014 school year is to increase the percentage of student scoring a Level 4 and 5 to 38%. Performance data shows a deficiency in Reporting Category 4, Informational Text and Research Process. Students demonstrate a weakness in the ability to read and comprehend complex text across multiple genres.

- Results from the 2013 FCAT 2.0 Reading indicate 69% of students made learning gains. The percentage of students making learning gains decreased by four percentage points.. Students demonstrate limited ability to read, analyze, and comprehend appropriate grade- level complex text. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains to 72%.

- Results from the 2013 FCAT 2.0 Reading indicate 58% of the students in the Lowest 25% made learning gains. The number of students in the Lowest 25% making learning gains decreased by 10 percentage points. Students did not demonstrate a year's academic growth in the assigned interventions. Our goal for the 2013-2014 school year is to increase the percentage of students in the Lowest 25% making learning gains to 62%.

- The results 2013 CELLA Listening/Speaking portion indicate that 41% of students achieved proficiency. The factors that played a negative role in strategy acquisition include a lack of dominance in the English language. Our goal for the 2013-2014 school year is to increase the number of students achieving proficiency to 47%.

- The results 2013 CELLA Reading portion indicate that 29% of the students achieved proficiency. The factors that played a negative role in reading proficiency is lack of fluency and reading comprehension. Challenges in this area involve a lack of English language base including grammar and vocabulary which hinder students from grasping meaning in reading. Our goal for the 2013-2014 school year is to increase the number of students achieving proficiency to 36%.

- The results 2013 CELLA Writing portion indicate that 31% of students achieved proficiency. The composing process may be laborious as the students struggle to use complex grammar and vocabulary to make their writing more sophisticated. Our goal for the 2013- 2014 school year is to increase the number of students achieving proficiency to 38%.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. The result of the 2013 administration of the FCAT Writing indicates that 46% of the 4th grade students achieved FCAT level 3.5 or higher. Our Goal is to increase to 51%

Targets Supported
- Writing

Resources Available to Support the Goal
- Best Practices, Reading Plus Writing component, Anchor Papers, McGraw Hill Wonders

Targeted Barriers to Achieving the Goal
- The 2013 FCAT 2.0 Writing performance data indicates that the areas of relative deficiency were the student's lack of knowledge to properly address the areas of support and conventions and students experienced difficulty in writing accounts with an engaging plot and a range of appropriate and specific narrative actions. Student performance data from the 2013 FCAT Writing test also indicate that students lack knowledge and proficiency in the writing process. Students exhibited a lack of competency in expository writing (writing that is meant to inform, persuade, or convince). Students need improvement in focusing on a topic, providing details that support the topic, planning/brainstorming, and organizing ideas

Plan to Monitor Progress Toward the Goal

Following the FCIM model, administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Monthly Writing Assessments, Baseline and Mid-Year District Writing Assessment
Summative: Results from the 2014 FCAT Writing Assessment

G3. 2013 FCAT 2.0 Mathematics Indicates 67% of students scored a level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency in math, Level 3 or above, by 10 percentage points to 77%

Targets Supported

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

Resources Available to Support the Goal

- Go Math Series/Think Central, Gizmos, MegaMath, SuccessMaker, SumDog, MobyMax

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 FCAT 2.0 Mathematics assessment the area of greatest difficulty for Grade 3 students was Category 2 - Fractions. Students demonstrated difficulty in understanding fractions and fraction equivalence. Students demonstrate a weakness in interpreting data on various types of graphs

- Results of the 2013 FCAT 2.0 Mathematics indicate 56% of the students in the Black subgroup are making satisfactory progress. Students demonstrate a weakness in the ability to solve complex word problems. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percent of students making satisfactory progress in the Black subgroup to 62%.

- Results of the 2013 FCAT 2.0 Mathematics indicate 67% of the students in the Hispanic subgroup are making satisfactory progress. Students demonstrate a weakness in the ability to solve complex word problems. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percent of students making satisfactory progress in the Hispanic subgroup to 77%.

- Results of the 2013 Mathematics FCAT 2.0 indicate that 77% of the students in the White subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percent of students making satisfactory progress in the White subgroup to 93%.

- Results of the 2013 FCAT 2.0 Mathematics indicate that 47% of the students in the ELL subgroup are making satisfactory progress. Students demonstrate a weakness in the ability to solve complex word problems. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percent of students making satisfactory progress in the ELL subgroup to 72%.

- Results of the 2013 FCAT 2.0 Mathematics indicate that 38% of the students in the Students with Disabilities (SWD) subgroup are making satisfactory progress. Students demonstrate a weakness in the ability to solve complex word problems. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percent of the students making satisfactory progress in the Students with Disabilities Subgroup to 52%

- Results of the 2013 FCAT 2.0 Mathematics indicate that 66% of the students in the ED subgroup are making satisfactory progress. Students demonstrate a weakness in the ability to solve complex word problems. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percent of students making satisfactory progress in the ED subgroup to 72%.

- Results of the FCAT 2.0 Mathematics indicate 32% of the students scored Level 3. Performance data shows a deficiency in number, operations, problem and statistics, fractions and geometry and measurement. Students demonstrate a weakness in problem solving proficiency in the areas of multiplication and division. Students demonstrate a weakness in interpreting data on

various types of graphs. Also, students demonstrate a weakness to relate halves, fourths, tenths, and hundredths to percent, and vice versa. Students demonstrate a weakness in deriving and applying formulas for area. Our goal for the 2013-2014 school year is to increase the number of students scoring Level 3 to 40%

- Results of the FCAT 2.0 Mathematics indicate 34% of the students scored Level 4 or Level 5. Performance data shows that there is a deficiency in Number: Operations, Probability, Statistics, Number: Base Ten and Fractions, and Geometry and Measurement. Students demonstrate a weakness in the ability to apply the inverse property. Students demonstrate a weakness in the ability to describe rules for a pattern. Students demonstrate a weakness in the ability to determine meaning of numbers. Students demonstrate a weakness to describe or generalize an algebraic rule or numeric pattern. Students demonstrate a weakness in the ability to determine volume and surface area. Students demonstrate a weakness in the ability to convert units of measures within the same dimension to solve problems. Our goal for the 2013-2014 school year is to increase the number of students scoring Level 4 and Level 5 to 37%.

- Results of the 2013 FCAT 2.0 Mathematics indicate 70% of the students made learning gains. The percentage of students making learning decreased by five percentage points. The decrease indicates that students are not making appropriate learning gains. Students are provided limited opportunities to work with high complexity word problems that require the appropriate use of the Mathematical Practices of the Common Core. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains to 73%

- Results of the 2013 FCAT 2.0 Mathematics indicate 76% of the number of students in the Lowest 25% made learning gains. The percentage of students in the Lowest 25% making learning gains decreased by four percentage points. The decrease demonstrates that students are not making appropriate learning gains. The deficiency would be due to the lack of time allotted to work in small groups with students in the Lowest 25%. The deficiency would also be due to the students' lack of understanding how to model mathematical operations and demonstrate students' lack of mathematical fluency basic mathematical operations. Our goal for the 2013-2014 school year is 78%

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G4. Our goal for 2013-2014 school year is to increase the percentage of students achieving proficiency in science, Level 3 or above, by 10 percentage points to 50%.

Targets Supported

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Brain Pop, AIMS (Teacher Resource Book), Scott Foresman Science , Gizmos, Lab Supplies

Targeted Barriers to Achieving the Goal

- Results of the 2013 FCAT 2.0 Science indicate 29% of the students scored a Level 3. The performance data demonstrates a deficiency in the area of Nature of Science. Students need additional opportunities to investigate the Nature of Science through development and design of science and engineering projects to increase scientific thinking. Additionally, students need to be provided with activities that allow for the implementation of inquiry-based activities in Nature of Science. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3 to 32%.

- Results of the 2013 FCAT 2.0 Science indicate 21% of the students scored a Level 4 and Level 5. The performance data demonstrates there is a deficiency in the are of Nature of Science. Students need additional opportunities for inquiry-based activities that allow for testing of hypotheses, data, analysis, explanation of variables and experimental design in Nature of Science. Our goal for the 2013- 2014 school year is to increase the number of students scoring Level 4 and Level 5 to 22%.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. Our goal for the 2013-2014 school year is to introduce and increase the level of student participation in the STEM club from students 0 to 25 students.

Targets Supported

- STEM

- STEM - All Levels

Resources Available to Support the Goal

- Science Hand On Materials

Targeted Barriers to Achieving the Goal

- Participation of STEM related activities is limited due to the lack of personnel available to be STEM coordinators. Strategy: Implement inquiry-based activities addressing the necessary Science benchmarks.

Plan to Monitor Progress Toward the Goal

STEM Club Meeting Observations

Person or Persons Responsible
Science Liaison and STEM Coordinators

Target Dates or Schedule:
Ongoing

Evidence of Completion:
STEM Club attendance log

G6. To promote active parental engagement in school activities and community involvement from 30% to 32% based on our participation log

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Connect Ed, Evening School Activities, Parent Workshops, Parent Resource Center, Parent Academies, Parent Liaison

Targeted Barriers to Achieving the Goal
- Parents have limited knowledge and understanding of available resources and materials, as well as, limited comprehension of available resources and materials due to limited English proficiency

- Parents have limited knowledge and understanding of school wide programs.

- Parents are not aware of their children's academic expectations due to lack of communication with their child's teacher.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G7. Maintain students in satisfactory attendance through out the 2013-2014 school year and to identify the students at risk and provide early interventions for the students.

Targets Supported

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Attendance and Behavior incentives and Accelerated Reader

Targeted Barriers to Achieving the Goal

- Students who have a high number of absences affects overall academic success including lack of proficiency in reading. In the 2012-2013 school year six percent of our students missed 5% or more of available instructional time. Our goal for the 2013 - 2014 school year is to decrease the number students who missed 4% or more of available instructional time to nine percent.

- Students who are reading significantly below grade level can not be promoted to the next grade level. Four percent of k-5 students were retained in the 2011-2013 school year. Our goal for the 2013-2014 school year is to decrease the number of students who are retained to three percent..

- Students who are reading below grade level are having difficulty meeting mastery on the Reading FCAT 2.0. For the 2012- 2013 43% of our students are not proficient in reading. Our goal for the 2013-2014 school year is to decrease the number of students not proficient in reading to 39%.

- Students who receive two or more behavioral referrals are at risk of poor academic success. In 2012-2013, 10% of our students received two or more behavioral referrals. Our goal for the 2013-2014 school year is to decrease the number of students who receive to or more behavioral referrals to 9%. Also, behavioral referrals that lead to suspension limit the amount of instruction provided to students. In 2012-2013, one percent of our students received behavioral referrals that lead to suspension. Our goal is to maintain this percentage.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

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

G1. The data from the 2013 FCAT 2.0 indicates 62% of students achieved proficiency in Reading. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency in Reading by 11 percentage points to 73%.

G1.B1 Results from the 2013 FCAT 2.0 reading indicates that 51% of the students in the Black subgroup are making satisfactory progress. The students demonstrated a weakness in the ability to Information Text and Research. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the Black subgroup making satisfactory progress to 78%.

G1.B1.S1 Provide students with opportunities to read and comprehend literature and informational text at the high end of the grade level complexity band.

Action Step 1

Increase the rigor of instruction for the implementation of the NGSSS and Common Core Standards. Continue the implementation of Differentiated instruction daily and focus on the specific areas of deficiency, Utilize intervention program Wonder Works for 30 minutes daily.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmark

Facilitator:

Elke Del Sol

Participants:

Teachers

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

Classroom Walk-Through

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-Through Logs

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model, the Reading Curriculum Leader and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RTI team will review data monthly and make recommendations based on needs assessments. Monitor the effectiveness of interventions and remediation bi-weekly. Additionally, review reports of District Baseline Assessment, Interim Assessment, and FAIR data to monitor the progress of the students in the Black Subgroup.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Baseline Assessments, Interim Assessments, FAIR, Weekly teacher generated assessments, Computer assisted reports from FCAT Explorer, Success Maker and Reading Plus.

G1.B2 Results from the 2013 FCAT 2.0 reading indicates that 63% of the students in the Hispanic subgroup are making satisfactory progress. The students demonstrated a weakness in the ability to Information Text and Research. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the Hispanic subgroup making satisfactory progress to 73%.

G1.B2.S1 Provide students with the opportunity to read and comprehend literature and informational text at the high end of the complexity band

Action Step 1

Increase the rigor of instruction for the implementation of Common Core Standards. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency. Utilize Wonder Works as Intervention for 30 minutes daily

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments including benchmarks

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

Classroom Walk Through

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk Through Log

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, the Reading Curriculum Leader and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RTI team will review data monthly and make recommendations based on needs assessments. Monitor the effectiveness of interventions and remediation bi-weekly. Additionally, review reports of District Baseline Assessment, Interim Assessment, and FAIR data to monitor the progress of the students in the Hispanic Subgroup.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Baseline Assessment, Interim Assessment, FAIR, Weekly teacher generated assessments, computer assisted reports from FCAT Explorer, Success Maker and Reading Plus

G1.B3 Results from the 2013 FCAT 2.0 reading indicates that 38% of the students in the ELL subgroup are making satisfactory progress. The students demonstrated a weakness in the ability to comprehend complex text vocabulary due to a limited English language base. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the ELL subgroup making satisfactory progress to 62%.

G1.B3.S1 Provide students with the opportunity to read and comprehend on grade level literature and informational text.

Action Step 1

Increase the rigor of instruction for the implementation of the NGSSS and Common Core Standards. Implement teacher modeling and think aloud as well as, the utilization of word maps to facilitate the understanding of multiple meaning words. Additionally, model the use of context clues to understand the meanings of words. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency and Begin Wonder Works as Intervention for 30 minutes daily.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments including benchmarks

Facilitator:

Elke Del Sol

Participants:

Teachers and Staff

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

Classroom Walk Through

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk Through Log

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model, the Reading Curriculum Leader and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RTI team will review data monthly and make recommendations based on needs assessment. Monitor the effectiveness of interventions and remediation biweekly. Additionally, review reports of District Baseline Assessment, Interim Assessment, and FAIR data to monitor the progress of the students in the ELL subgroup.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments Computer assisted reports from FCAT Explorer, Reading Plus, and Success M

G1.B4 Results from the 2013 FCAT 2.0 Reading indicate 28% of students in the SWD subgroup are making satisfactory progress. The students demonstrate a weakness in the ability to read and comprehend on grade level text. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the SWD subgroup making satisfactory progress to 47%.

G1.B4.S1 Provide students with the opportunity to read and comprehend on grade level literature and informational text

Action Step 1

Present information through a multi-sensory approach. Implement the use of graphic organizers, visual cues, and peer tutoring to enhance the learning process. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency, and beging Wonder Works as Intervention for 30 minutes daily.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark

Facilitator:

Elke Del Sol

Participants:

Teachers/Staff/Administration

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

Classroom Walk Through

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk Through Log

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, the Reading Curriculum Leader and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RTI team will review data monthly and make recommendations based on needs assessment. Monitor the effectiveness of interventions and remediation biweekly. Additionally, review reports of District Baseline Assessment, Interim Assessment, and FAIR data to monitor the progress of the students in the SWD subgroup

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments Computer assisted reports from FCAT Explorer, Reading Plus, and Success Maker

G1.B5 Results from the 2013 FCAT 2.0 Reading indicate 53% of students in the ED subgroup are making satisfactory progress. The students demonstrate a weakness in the ability to read and comprehend complex text. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the ED subgroup making satisfactory progress to 66%.

G1.B5.S1 Provide students the opportunity to read and comprehend literature and informational text at the high end of the grade level complexity band.

Action Step 1

Increase the rigor of instruction for the implementation of Common Core Standards. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency. Utilize Wonder Works as Intervention for 30 minutes daily.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work and site generated assessments including benchmarks

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

Following the FCIM model, the Reading Curriculum Leader and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RTI team will review monthly and make recommendations based on needs assessment. Monitor the effectiveness of interventions and remediation . Additionally, review reports of District Baseline Assessment, Interim Assessment, and FAIR data to monitor the progress of the students in the ED subgroup.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments Computer assisted reports from FCAT Explorer, Success Maker, and Reading Plus

Plan to Monitor Effectiveness of G1.B5.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B6 Results from the 2013 FCAT 2.0 Reading indicate 27% of the students scored a Level 3. Our target for the 2013-2014 school year is to increase the percentage of students scoring a Level 3 to 35%. Performance data shows a deficiency in Reporting Category 2, Reading Application. Students demonstrate a weakness in the ability to read and understand Author's Purpose and Perspective, as well as, identifying main idea/message, relevant details and chronological order. Additionally, the students demonstrate a weakness in identifying cause and effect relationships, theme/topic, text structures, and comparing and contrasting elements, characters, settings, events and problems.

G1.B6.S1 Provide students with the opportunity to read and comprehend literature and informational text at the high end of the grade level complexity band.

Action Step 1

Ask and answer questions referring explicitly to the text as the basis for the answers; Implement various instructional strategies such as, author's purpose chart, two column note for opinion/support conclusion/support, and cause/effect. Utiliize, main idea table, time line, sequence chains, cause and effect chain, informational text structure chart, one sentence summaries, theme definitions, common themes in literature, venn diagrams, and content frames; Provide opportunities for students to refer to details and examples in a text, what the text says explicitly, and when drawing inferences from text; Provide opportunities for students to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text; Continue the implementation of Differentiated Instruction daily.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

Classroom Walk Through

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk Through Log

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model, analyze, review, and monitor assessments. Adjust academic goals utilizing teacher feedback on students' skill attainment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments Computer assisted reports from Reading Plus, FCAT Explorer and Success Maker

G1.B7 Results from the 2013 FCAT 2.0 Reading indicate 34% of the students scored a Level 4 and 5. Our target for the 2013-2014 school year is to increase the percentage of student scoring a Level 4 and 5 to 38%. Performance data shows a deficiency in Reporting Category 4, Informational Text and Research Process. Students demonstrate a weakness in the ability to read and comprehend complex text across multiple genres.

G1.B7.S1 Provide students with the opportunity to read and comprehend informational text at the high end of the grade level complexity band and engage in project based learning.

Action Step 1

Allow students to engage in Close Analytic Reads and respond in Reader Response Journals Daily

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Action Step 2

Use how-to articles, brochures, fliers and real world documents such as Super Science to identify text features and to locate, interpret, and organize information. Help students recognize that valid information is correct or sound and reliable information is dependable. Utilize two-column note to list conclusions and supporting evidence in non-fiction articles and editorials. Have students quote from literary and informational text to support statements about the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

Classroom Walk Through

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk Through Log

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM model, analyze, review, and monitor assessments. Adjust academic goals utilizing teacher feedback on students' skill attainment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Baseline Assessment, Interim Assessments, FAIR, Weekly teacher generated assessments, Computer assisted reports from FCAT Explorer, Success Maker, and Reading Plus

G1.B8 Results from the 2013 FCAT 2.0 Reading indicate 69% of students made learning gains. The percentage of students making learning gains decreased by four percentage points.. Students demonstrate limited ability to read, analyze, and comprehend appropriate grade- level complex text. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains to 72%.

G1.B8.S1 Provide students with the opportunity to read and comprehend literature and informational text at the high end of the grade level complexity band.

Action Step 1

Provide professional development to increase the rigor of instruction for the implementation of the NGSSS and Common Core Standards. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Classroom Walk Through

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk Through Log

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM model, analyze, review, and monitor assessments. Adjust academic goals utilizing teacher feedback on students' skill attainment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Wonders Reading Series, quizzes, tests, and Interim Assessment tests

G1.B9 Results from the 2013 FCAT 2.0 Reading indicate 58% of the students in the Lowest 25% made learning gains. The number of students in the Lowest 25% making learning gains decreased by 10 percentage points. Students did not demonstrate a year's academic growth in the assigned interventions. Our goal for the 2013-2014 school year is to increase the percentage of students in the Lowest 25% making learning gains to 62%.

G1.B9.S1 Utilize McGraw Hill Wonder Works as intervention for 30 minutes daily. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency.

Action Step 1

Implement Wonder Works daily for 30 minutes as an intervention. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Facilitator:

Elke Del Sol

Participants:

Teachers/Staff/Administrators

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

Classroom Walk Through

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk Through Log

Plan to Monitor Effectiveness of G1.B9.S1

Following the FCIM model, analyze, review, and monitor assessments. Adjust academic goals utilizing teacher feedback on students' skill attainment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Wonders Reading Series, quizzes, tests, and Interim Assessment tests

G1.B10 The results 2013 CELLA Listening/Speaking portion indicate that 41% of students achieved proficiency. The factors that played a negative role in strategy acquisition include a lack of dominance in the English language. Our goal for the 2013-2014 school year is to increase the number of students achieving proficiency to 47%.

G1.B10.S1 Provide students with opportunities to improve their listening and speaking skills.

Action Step 1

Modeling, teacher led groups, use of illustrations and the Language Experience Approach, role playing, Think Alouds, repetition, and cooperative learning

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

Classroom Walk Through

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk Through Log

Plan to Monitor Effectiveness of G1.B10.S1

Following the FCIM model, analyze, review, and monitor assessments. Adjust academic goals utilizing teacher feedback on students' skill attainment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress monitoring assessment data reports, Waterford, Reading Plus, Star Reading, FAIR, Interim Assessments

G1.B11 The results 2013 CELLA Reading portion indicate that 29% of the students achieved proficiency. The factors that played a negative role in reading proficiency is lack of fluency and reading comprehension. Challenges in this area involve a lack of English language base including grammar and vocabulary which hinder students from grasping meaning in reading. Our goal for the 2013-2014 school year is to increase the number of students achieving proficiency to 36%.

G1.B11.S1 Provide students with opportunities to read and comprehend on grade level literature and informational text.

Action Step 1

Increase the rigor of instruction for the implementation of the NGSSS and Common Core Standards. Implement teacher modeling and think alouds as well as, the utilization of word maps to facilitate the understanding of multiple meaning words. Additionally, model the use of context clues to understand the meaning of words. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Plan to Monitor Fidelity of Implementation of G1.B11.S1

Classroom Walk Through

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk Through Log

Plan to Monitor Effectiveness of G1.B11.S1

Following the FCIM model, analyze, review, and monitor assessments. Adjust academic goals utilizing teacher feedback on students' skill attainment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress monitoring assessment data reports, Waterford, Reading Plus, Star Reading, FAIR, Interim Assessments

G1.B12 The results 2013 CELLA Writing portion indicate that 31% of students achieved proficiency. The composing process may be laborious as the students struggle to use complex grammar and vocabulary to make their writing more sophisticated. Our goal for the 2013- 2014 school year is to increase the number of students achieving proficiency to 38%.

G1.B12.S1 Provide students with opportunities to foster their writing skills.

Action Step 1

Graphic organizers, illustrating and labeling, spelling strategies, rubrics writing prompts and samples, reading response journal/log, process writing

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Plan to Monitor Fidelity of Implementation of G1.B12.S1

Classroom Walk Through

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk Through Log

Plan to Monitor Effectiveness of G1.B12.S1

Following the FCIM model, analyze, review, and monitor assessments. Adjust academic goals utilizing teacher feedback on students' skill attainment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress monitoring assessment data reports, Waterford, Reading Plus, Star Reading, FAIR, Interim Assessments

G2. The result of the 2013 administration of the FCAT Writing indicates that 46% of the 4th grade students achieved FCAT level 3.5 or higher. Our Goal is to increase to 51%

G2.B1 The 2013 FCAT 2.0 Writing performance data indicates that the areas of relative deficiency were the student's lack of knowledge to properly address the areas of support and conventions and students experienced difficulty in writing accounts with an engaging plot and a range of appropriate and specific narrative actions. Student performance data from the 2013 FCAT Writing test also indicate that students lack knowledge and proficiency in the writing process. Students exhibited a lack of competency in expository writing (writing that is meant to inform, persuade, or convince). Students need improvement in focusing on a topic, providing details that support the topic, planning/brainstorming, and organizing ideas

G2.B1.S1 Strategies/Action Steps: • Rubrics will be displayed in all classrooms to ensure students have a reference point when writing. •There will be a school wide action plan with a concentration on Grade Level 4. The action plan will include a writing pacing guide tailored to the school's current needs with a focus on conventions and support. •Students will maintain a Writer's Notebook or IAN where Process Writing will take place. •Students will participate in monthly "Cold Writes". Scored writing samples will be used to target future instruction. •Writing lessons will be differentiated according to student needs, and individualized lessons will be provided through a Teacher Led Center. •An implementation of journaling and interactive notebooks across grade-levels (K-5) has been implemented for the upcoming 2013-2014 school year •Teachers in 4th grade will receive professional development in implementing the Writing IAN. •Teachers will instruct students in the use of their Writing IANs. •Students will utilize and maintain the Writing IAN as a repository for lessons, notes, input, practice, review, and reflection.

Action Step 1

Students will be exposed to mentor text and, through explicit instruction and independent practice, students will engage in the writing process. Students will practice the writing process with an emphasis on the support and convention elements through editing and revising their work. Students will be guided in self-editing, work in pairs and groups to peer edit, and confer with the teacher in one-on-one conferencing.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-Going

Evidence of Completion

Student work and site generated writing assessments, including benchmarks

Facilitator:

Elke Del Sol

Participants:

LLT / Teachers

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

Following the FCIM model, administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Writing Assessments, School Based Assessments

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Monthly Writing Assessments, Baseline and Mid-Year District Writing Assessment

G3. 2013 FCAT 2.0 Mathematics Indicates 67% of students scored a level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency in math, Level 3 or above, by 10 percentage points to 77%

G3.B1 According to the results of the 2013 FCAT 2.0 Mathematics assessment the area of greatest difficulty for Grade 3 students was Category 2 - Fractions. Students demonstrated difficulty in understanding fractions and fraction equivalence. Students demonstrate a weakness in interpreting data on various types of graphs

G3.B1.S1 Increase opportunity for students to model fractions and their equivalents given numbers using manipulative Students will be provided the opportunities to use GO Math! Florida online interventions to provide additional instruction and practice with alternative approaches to understanding fractions and their equivalence.

Action Step 1

Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Classroom Walk Through

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk Through Log

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, results of weekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by administrators and math liaison and adjustments to strategies made as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

On-Going

Evidence of Completion

Go Math Florida Series, Quizzes, Tests and Interim Assessment

G3.B2 Results of the 2013 FCAT 2.0 Mathematics indicate 56% of the students in the Black subgroup are making satisfactory progress. Students demonstrate a weakness in the ability to solve complex word problems. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percent of students making satisfactory progress in the Black subgroup to 62%.

G3.B2.S1 Provide opportunities for students to compare and order fractions, mixed numbers and decimals in the same or different forms also including problem solving and hands on activities.

Action Step 1

Use GIZMOs and Brain Pop to engage students in activities that develop conceptual understanding of decimals, including the connection between fractions and decimals, and to generate equivalent and simplify fractions. Through small group instruction we will provide opportunities for students to compare and order fractions, mixed numbers and decimals in the same or different forms Relate halves, fourths, tenths, and hundredths to percent, and vice versa.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmarks

Facilitator:

Elke Del Sol

Participants:

Teachers/Staff/ Administration

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

Classroom Walk Through

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom Walk Through Log

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM model, results of monthly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Go Math Florida Series, Quizzes, Tests and Interim Assessment

G3.B3 Results of the 2013 FCAT 2.0 Mathematics indicate 67% of the students in the Hispanic subgroup are making satisfactory progress. Students demonstrate a weakness in the ability to solve complex word problems. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percent of students making satisfactory progress in the Hispanic subgroup to 77%.

G3.B3.S1 Students will be provided opportunities to make meaning of numbers through problem solving and hands-on activities

Action Step 1

Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

Classroom Walk Through

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom Walk Through Log

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM model, results of weekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by administrators and math liaison and adjustments to strategies made as needed.

Person or Persons Responsible

Administration and Math Curriculum Leaders

Target Dates or Schedule

On-Going

Evidence of Completion

•Formative: Weekly assessments and District Interim Data Reports. •Summative: Results from the 2014 FCAT 2.0 Mathematics assessment

G3.B4 Results of the 2013 Mathematics FCAT 2.0 indicate that 77% of the students in the White subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percent of students making satisfactory progress in the White subgroup to 93%.

G3.B4.S1 Provide students with opportunities to make meaning of numbers through problem solving and hands-on activities

Action Step 1

Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Classroom Walk Through

Person or Persons Responsible

Administration an

Target Dates or Schedule

On-going

Evidence of Completion

Classroom Walk Through Log.

Plan to Monitor Effectiveness of G3.B4.S1

Following the FCIM model, results of monthly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Go Math Florida Series, Quizzes, Tests and Interim Assessments

G3.B5 Results of the 2013 FCAT 2.0 Mathematics indicate that 47% of the students in the ELL subgroup are making satisfactory progress. Students demonstrate a weakness in the ability to solve complex word problems. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percent of students making satisfactory progress in the ELL subgroup to 72%.

G3.B5.S1 Provide students opportunities to model their work with mathematical operations. Also, to provide students with visuals of math vocabulary and concepts to refer to.

Action Step 1

Use GO MATH ELL supplemental work. Continue to use visuals of math vocabulary and concepts for students. Provide opportunities to represent mathematical operations, as well as, create equivalent representation of given numbers. Through the use of manipulatives and the creation of models.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

Classroom Walk Through

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom Walk Through Log

Plan to Monitor Effectiveness of G3.B5.S1

Following the FCIM model, results of weekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by administrators and math liaison and adjustments to strategies made as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

On-going

Evidence of Completion

Go Math Florida Series, Quizzes, Tests and Interim Assessments

G3.B6 Results of the 2013 FCAT 2.0 Mathematics indicate that 38% of the students in the Students with Disabilities (SWD) subgroup are making satisfactory progress. Students demonstrate a weakness in the ability to solve complex word problems. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percent of the students making satisfactory progress in the Students with Disabilities Subgroup to 52%

G3.B6.S1 Provide students with opportunities to develop fluency in numbers and to make meaning of numbers through problem solving and hands-on activities.

Action Step 1

Through small group instruction we will provide opportunities to foster the use of meanings of numbers to create strategies and the use of models, place-value, and properties of operations to represent mathematical operations, as well as, create equivalent representation of given numbers. Through the use of manipulative and the creation of models. Continue delivering Differentiated Instruction to remediation and promote mastery of mathematical concepts. Use Go Math Strategic Intervention to re mediate students' computation fluency and mastery of grade level computation skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Classroom Walk Through

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Classroom Walk Through Log

Plan to Monitor Effectiveness of G3.B6.S1

Following the FCIM model, results of monthly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Go Math Florida Series, Quizzes, Tests and Interim Assessments

G3.B7 Results of the 2013 FCAT 2.0 Mathematics indicate that 66% of the students in the ED subgroup are making satisfactory progress. Students demonstrate a weakness in the ability to solve complex word problems. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percent of students making satisfactory progress in the ED subgroup to 72%.

G3.B7.S1 Provide students with opportunities to make meaning of numbers through problem solving and hands-on activities.

Action Step 1

Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Onoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Facilitator:

Elke Del Sol

Participants:

Administration and Math Curriculum Leaders

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

Classroom Walk Through

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk Through log

Plan to Monitor Effectiveness of G3.B7.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B8 Results of the FCAT 2.0 Mathematics indicate 32% of the students scored Level 3. Performance data shows a deficiency in number, operations, problem and statistics, fractions and geometry and measurement. Students demonstrate a weakness in problem solving proficiency in the areas of multiplication and division. Students demonstrate a weakness in interpreting data on various types of graphs. Also, students demonstrate a weakness to relate halves, fourths, tenths, and hundredths to percent, and vice versa. Students demonstrate a weakness in deriving and applying formulas for area. Our goal for the 2013-2014 school year is to increase the number of students scoring Level 3 to 40%

G3.B8.S1 Foster the use of meanings of numbers to create strategies for solving problems and to verify the reasonableness of number operation results, including problem situations.

Action Step 1

Use GIZMOs and Brain Pop to engage students in activities that develop conceptual understanding of decimals and generate equivalent fractions and to simplify fractions. Provide opportunities for students to compare and order fractions, mixed numbers and decimals in the same or different forms. Relate halves, fourths, tenths, and hundreths to percents, and vice versa.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

Classroom Walk Through

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walk Through log

Plan to Monitor Effectiveness of G3.B8.S1

Following the FCIM model, results of monthly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Florida Series, Quizzes, Tests and Interim Assessments

G3.B9 Results of the FCAT 2.0 Mathematics indicate 34% of the students scored Level 4 or Level 5. Performance data shows that there is a deficiency in Number: Operations, Probability, Statistics, Number: Base Ten and Fractions, and Geometry and Measurement. Students demonstrate a weakness in the ability to apply the inverse property. Students demonstrate a weakness in the ability to describe rules for a pattern. Students demonstrate a weakness in the ability to determine meaning of numbers. Students demonstrate a weakness to describe or generalize an algebraic rule or numeric pattern. Students demonstrate a weakness in the ability to determine volume and surface area. Students demonstrate a weakness in the ability to convert units of measures within the same dimension to solve problems. Our goal for the 2013-2014 school year is to increase the number of students scoring Level 4 and Level 5 to 37%.

G3.B9.S1 Provide support to students as they make sense of problems and persevere in solving them, taking advantage of learning opportunities and adjust instruction appropriately to meet student needs.

Action Step 1

Increase opportunities to use GIZMOS, MegaMath and Brain Pop to enhance students' conceptual knowledge of geometry and measurement skills. Provide opportunities for students to use different strategies to solve problems involving the volume and surface area of prisms. Perform multi-step conversions to solve problems within the same measurement system.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Facilitator:

Elke Del Sol

Participants:

Teachers

Action Step 2

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

> **Person or Persons Responsible**
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> Teachers
>
> **Target Dates or Schedule**
>
> Ongoing
>
> **Evidence of Completion**
>
> Student work and site generated assessments, including benchmarks.
>
> **Facilitator:**
>
> Elke Del Sol
>
> **Participants:**
>
> Teachers

Plan to Monitor Fidelity of Implementation of G3.B9.S1

Classroom Walk Through

> **Person or Persons Responsible**
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> Administration
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> **Target Dates or Schedule**
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> Ongoing
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> **Evidence of Completion**
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> Classroom Walk through Log

Plan to Monitor Effectiveness of G3.B9.S1

Following the FCIM model, results of monthly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Follow FCIM using data Interim and FCAT 2.0

G3.B10 Results of the 2013 FCAT 2.0 Mathematics indicate 70% of the students made learning gains. The percentage of students making learning decreased by five percentage points. The decrease indicates that students are not making appropriate learning gains. Students are provided limited opportunities to work with high complexity word problems that require the appropriate use of the Mathematical Practices of the Common Core. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains to 73%

G3.B10.S1 Provide opportunities to work with high complexity word problems and use the Mathematical Practices of the Common Core.

Action Step 1

Through the use of Differentiated Instruction teachers will provide additional opportunities for students to master and practice math skills and concepts through word problems

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Through the use of Differentiated Instruction teachers will provide additional opportunities for students to master and practice math skills and concepts through word problems

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 3

Through the use of Differentiated Instruction teachers will provide additional opportunities for students to master and practice math skills and concepts through word problems

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 4

Through the use of Differentiated Instruction teachers will provide additional opportunities for students to master and practice math skills and concepts through word problems

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Plan to Monitor Fidelity of Implementation of G3.B10.S1

Classroom Walk Through

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk Through Log

Plan to Monitor Effectiveness of G3.B10.S1

Following the FCIM model, results of monthly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Follow FCIM using data Interim

G3.B11 Results of the 2013 FCAT 2.0 Mathematics indicate 76% of the number of students in the Lowest 25% made learning gains. The percentage of students in the Lowest 25% making learning gains decreased by four percentage points. The decrease demonstrates that students are not making appropriate learning gains. The deficiency would be due to the lack of time allotted to work in small groups with students in the Lowest 25%. The deficiency would also be due to the students' lack of understanding how to model mathematical operations and demonstrate students' lack of mathematical fluency basic mathematical operations. Our goal for the 2013-2014 school year is 78%

G3.B11.S1 Provide opportunities to work with high complexity word problems and use the Mathematical Practices of the Common Core.

Action Step 1

Through the use of Differentiated Instruction teachers will provide additional opportunities for students to master and practice math skills and concepts through word problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students work and site generated assessments, including benchmarks

Plan to Monitor Fidelity of Implementation of G3.B11.S1

Classroom Walk Through

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk Through Log

Plan to Monitor Effectiveness of G3.B11.S1

Following the FCIM model, results of monthly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Follow FCIM using data from Interim

G4. Our goal for 2013-2014 school year is to increase the percentage of students achieving proficiency in science, Level 3 or above, by 10 percentage points to 50%.

G4.B1 Results of the 2013 FCAT 2.0 Science indicate 29% of the students scored a Level 3. The performance data demonstrates a deficiency in the area of Nature of Science. Students need additional opportunities to investigate the Nature of Science through development and design of science and engineering projects to increase scientific thinking. Additionally, students need to be provided with activities that allow for the implementation of inquiry-based activities in Nature of Science. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3 to 32%.

G4.B1.S1 Increase the opportunity for authentic hands-on science experiments through in-class and virtual labs taking them through the scientific process and topics related to Nature of Science

Action Step 1

Incorporate instructional technology resources into the classroom such as Gizmos and FCAT Explorer. implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic. Utilize data driven instruction and and small group differentiated instruction strategies to address students' needs at grade level.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Facilitator:

Elke Del Sol

Participants:

Teachers

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

Classroom Walk Through

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk Through Log

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM, results of weekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by administrators and science liaison to make adjustments to strategies as needed

Person or Persons Responsible

Administration and Science Liaison

Target Dates or Schedule

Ongoing

Evidence of Completion

Science Series, Quizzes, Tests and Interim Assessment

G4.B2 Results of the 2013 FCAT 2.0 Science indicate 21% of the students scored a Level 4 and Level 5. The performance data demonstrates there is a deficiency in the are of Nature of Science. Students need additional opportunities for inquiry-based activities that allow for testing of hypotheses, data, analysis, explanation of variables and experimental design in Nature of Science. Our goal for the 2013- 2014 school year is to increase the number of students scoring Level 4 and Level 5 to 22%.

G4.B2.S1 Provide opportunities for students to formulate test questions and evaluate investigations in order to interpret and analyze data to defend conclusions.

Action Step 1

Promote the use of instructional technology such as Gizmos and Jefferson Lab to enhance and re mediate student conceptual understanding of topics being addressed. Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding. Through small group instruction and differentiation we will provide students with the opportunities to present, refine, and evaluate scientific questions about the natural world and investigate answers through experimentation, research, and information gathering and discussion.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmarks

Facilitator:

Elke Del Sol

Participants:

Teachers / Staff / Administration

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

Classroom Walk Through

Person or Persons Responsible

Administrators and Science Liaison

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walk Through Log

Plan to Monitor Effectiveness of G4.B2.S1

Following the FCIM, results of weekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by administrators and science liaison to make adjustments to strategies as needed.

Person or Persons Responsible

Administrators and Science Liaison

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Weekly assessments and District Interim Data Reports. Science Series, Quizzes, Test and Interim Assessments

G5. Our goal for the 2013-2014 school year is to introduce and increase the level of student participation in the STEM club from students 0 to 25 students.

G5.B1 Participation of STEM related activities is limited due to the lack of personnel available to be STEM coordinators. Strategy: Implement inquiry-based activities addressing the necessary Science benchmarks.

G5.B1.S1 Implement inquiry-based activities addressing the necessary Science benchmarks.

Action Step 1

Begin a school STEM club that incorporates various projects to an increased number of students.

Person or Persons Responsible

Science Liaison and STEM Coordinators

Target Dates or Schedule

Ongoing

Evidence of Completion

Stem Club Applicants

Facilitator:

Elke Del Sol

Participants:

Teachers / Administrators

Action Step 2

Develop a school STEM club that incorporates various projects to an increased number of students.

Person or Persons Responsible

Science Liaison and STEM Coordinators

Target Dates or Schedule

Ongoing

Evidence of Completion

Stem Club Applicants

Facilitator:

Elke Del Sol

Participants:

Teachers / Administrators

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

Begin a school STEM club that incorporates various projects to an increased number of students.

Person or Persons Responsible

Science Liaison and STEM Coordinators

Target Dates or Schedule

Ongoing

Evidence of Completion

STEM club Applicants

Plan to Monitor Effectiveness of G5.B1.S1

Meeting Observations

Person or Persons Responsible

Science Liaison and STEM Coordinators

Target Dates or Schedule

Ongoing

Evidence of Completion

STEM Club attendance log

G6. To promote active parental engagement in school activities and community involvement from 30% to 32% based on our participation log

G6.B1 Parents have limited knowledge and understanding of available resources and materials, as well as, limited comprehension of available resources and materials due to limited English proficiency

G6.B1.S1 Incorporate community involvement through Connect Ed and bridge the gap between school and home through Take Home Tuesday folders and Parent Resource Center in PTA Office. Provide them with the opportunity to increase their knowledge of school wide available recourses and programs.

Action Step 1

Facilitate the use of parenting materials in English and Spanish through the use of Take Home Tuesday Folders. Make these materials available at the Parent Resource Center. Through the use of Connect Ed continue to open the lines of communication.

Person or Persons Responsible

Teachers, Administration, Parent Liaison

Target Dates or Schedule

On-Going

Evidence of Completion

Parental involvement in the classroom and at the school site activities

Facilitator:

Elke Del Sol

Participants:

Parents / Teachers

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

Review parent participation logs in school wide activities and visitation of parent resource center.

Person or Persons Responsible

Administration, Teachers, Parent Liaison

Target Dates or Schedule

On-going

Evidence of Completion

Parent sign in sheets, classroom website interaction

Plan to Monitor Effectiveness of G6.B1.S1

Family members, students, and teachers will be invited to participate in workshops to learn how the school uses various programs. Instructional Staff will create classroom websites to increase parent involvement.

Person or Persons Responsible

Administration, Teachers, Parent Liaison

Target Dates or Schedule

On-going

Evidence of Completion

Sign in sheets and Parent Logs

G6.B2 Parents have limited knowledge and understanding of school wide programs.

G6.B2.S1 Provide parents with the opportunity to improve their knowledge of available resources in school-wide programs to ensure students success.

Action Step 1

Family members, students, and teachers, will be invited to participate in workshops to learn how the school implements various programs. Instructional staff will create classroom websites to increase parent involvement. Through the use of Connect Ed teachers have open line of communication with parents.

Person or Persons Responsible

Administration, parent liaison, and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets and participation logs

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

Attend available workshops offered to parents and community

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets and logs

Plan to Monitor Effectiveness of G6.B2.S1

Create a Needs Assessment for the community to become familiar with what is essential for implementation from a parents stand point.

Person or Persons Responsible

Administration, Parent Liaison and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets and logs

G6.B3 Parents are not aware of their children's academic expectations due to lack of communication with their child's teacher.

G6.B3.S1 Provide parents with opportunities to improve their knowledge of the child's academic expectations

Action Step 1

Offer parents an informational session that focuses on FCAT/SAT and is specific to each grade level.

Person or Persons Responsible

Administration

Target Dates or Schedule

November 2013 and January 2014

Evidence of Completion

Parent Sign-In Sheets

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

Attend Informational Sessions

Person or Persons Responsible

Administration

Target Dates or Schedule

November 2013 and January 2014

Evidence of Completion

Sign in Sheets

Plan to Monitor Effectiveness of G6.B3.S1

Review of Parent Sign In Sheets

Person or Persons Responsible

Administration/Parents

Target Dates or Schedule

November 2013 and January 2014

Evidence of Completion

Parent sign in Sheets

G7. Maintain students in satisfactory attendance through out the 2013-2014 school year and to identify the students at risk and provide early interventions for the students.

G7.B1 Students who have a high number of absences affects overall academic success including lack of proficiency in reading. In the 2012-2013 school year six percent of our students missed 5% or more of available instructional time. Our goal for the 2013 - 2014 school year is to decrease the number students who missed 4% or more of available instructional time to nine percent.

G7.B1.S1 Provide students with rewards to promote daily attendance

Action Step 1

Students who develop a pattern of non-attendance will be referred to the attendance committee. Students will also be rewarded for their attendance through a daily attendance drawing. Classes will be rewarded through a school-wide attendance incentive.

Person or Persons Responsible

Administration, Counselors, Teachers, Registrar

Target Dates or Schedule

On-going

Evidence of Completion

Attendance Reports and Behavioral Reports

Facilitator:

Elke Del Sol

Participants:

Teachers / Administrators / Counselor

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

Monitor attendance reports

Person or Persons Responsible

Administration and Attendance Committee.

Target Dates or Schedule

ongoing

Evidence of Completion

Attendance Reports

Plan to Monitor Effectiveness of G7.B1.S1

Monitor increases or decreases in student attendance rates and determine the affect on student achievement.

Person or Persons Responsible

Administration and Attendance Committee.

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments Computer assisted reports from FCAT Explorer, Success Maker, and Reading Plus

G7.B2 Students who are reading significantly below grade level can not be promoted to the next grade level. Four percent of k-5 students were retained in the 2011-2013 school year. Our goal for the 2013-2014 school year is to decrease the number of students who are retained to three percent..

G7.B2.S1 Utilize Accelerated Reader to provide our students with additional time to read in order to raise their independent reading level.

Action Step 1

Retained students will begin to receive an additional 30 minutes of intervention, utilizing Success Maker and Quick Reads in addition to Wonder Works intervention strategies.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Intervention Attendance Log and Success Maker Student Performance Reports.

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Review Success Maker Reports and Classroom Walk-throughs

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Success Maker Student Performance Reports and Classroom Walk-through logs.

Plan to Monitor Effectiveness of G7.B2.S1

Following the FCIM model, the Reading Curriculum Leader and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment. Monitor the effectiveness of interventions and remediation biweekly.

Person or Persons Responsible

Administrators, Teachers, Reading Curriculum Leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments Computer assisted reports from FCAT Explorer, Success Maker, and Reading Plus

G7.B3 Students who are reading below grade level are having difficulty meeting mastery on the Reading FCAT 2.0. For the 2012- 2013 43% of our students are not proficient in reading. Our goal for the 2013-2014 school year is to decrease the number of students not proficient in reading to 39%.

G7.B3.S1 Utilize Wonder Works as an intervention to provide students with additional reading instruction to raise their independent reading levels.

Action Step 1

Begin Wonder Works to provide students who are non-proficient in reading by third grade 30 minutes of reading intervention.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and District generated assessments

Plan to Monitor Fidelity of Implementation of G7.B3.S1

Wonder Works data reports and classroom walk through

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Wonder Works Data Reports and Classroom Walk Through

Plan to Monitor Effectiveness of G7.B3.S1

Following the FCIM model, review assessment data and adjust instruction as needed. The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Ongoing

Evidence of Completion

Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments Computer assisted reports from FCAT Explorer, Success Maker, and Reading Plus

G7.B4 Students who receive two or more behavioral referrals are at risk of poor academic success. In 2012-2013, 10% of our students received two or more behavioral referrals. Our goal for the 2013-2014 school year is to decrease the number of students who receive to or more behavioral referrals to 9%. Also, behavioral referrals that lead to suspension limit the amount of instruction provided to students. In 2012-2013, one percent of our students received behavioral referrals that lead to suspension. Our goal is to maintain this percentage.

G7.B4.S1 Provide rewards and consequences for students in order to reduce the amount of behavioral referrals that result in a suspension.

Action Step 1

Students who receive two or more behavior referrals will be referred to the discipline committee. Consequences will be implemented according to behavior infractions. Students will be rewarded through a school wide behavioral incentive program.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Referral Reports

Action Step 2

Students who receive two or more behavior referrals will be referred to the discipline committee. Consequences will be implemented according to behavior infractions. Students will be rewarded through a school wide behavioral incentive program.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Referral Reports

Plan to Monitor Fidelity of Implementation of G7.B4.S1

Look for a decrease in student behavior referrals.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Referral Reports

Plan to Monitor Effectiveness of G7.B4.S1

Monitor progress of suspension rates. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.

Person or Persons Responsible

Administration and Discipline Committee

Target Dates or Schedule

Ongoing

Evidence of Completion

Baseline Assessment Interim Assesments FAIR Weekly teacher generated assessments Computer assisted reports from FCAT Explorer, Reading Plus, and Success Maker

Coordination and Integration

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

Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols
Title III
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).
Title X- Homeless
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
Our school counselor will serve as the school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
Supplemental Academic Instruction (SAI)
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.
Other
• Teams at designated school sites are staffed by a School Social Worker/School Physiologist (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.

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 data from the 2013 FCAT 2.0 indicates 62% of students achieved proficiency in Reading. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency in Reading by 11 percentage points to 73%.

G1.B1 Results from the 2013 FCAT 2.0 reading indicates that 51% of the students in the Black subgroup are making satisfactory progress. The students demonstrated a weakness in the ability to Information Text and Research. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the Black subgroup making satisfactory progress to 78%.

G1.B1.S1 Provide students with opportunities to read and comprehend literature and informational text at the high end of the grade level complexity band.

PD Opportunity 1

Increase the rigor of instruction for the implementation of the NGSSS and Common Core Standards. Continue the implementation of Differentiated instruction daily and focus on the specific areas of deficiency, Utilize intervention program Wonder Works for 30 minutes daily.

Facilitator

Elke Del Sol

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmark

G1.B3 Results from the 2013 FCAT 2.0 reading indicates that 38% of the students in the ELL subgroup are making satisfactory progress. The students demonstrated a weakness in the ability to comprehend complex text vocabulary due to a limited English language base. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the ELL subgroup making satisfactory progress to 62%.

G1.B3.S1 Provide students with the opportunity to read and comprehend on grade level literature and informational text.

PD Opportunity 1

Increase the rigor of instruction for the implementation of the NGSSS and Common Core Standards. Implement teacher modeling and think aloud as well as, the utilization of word maps to facilitate the understanding of multiple meaning words. Additionally, model the use of context clues to understand the meanings of words. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency and Begin Wonder Works as Intervention for 30 minutes daily.

Facilitator

Elke Del Sol

Participants

Teachers and Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments including benchmarks

G1.B4 Results from the 2013 FCAT 2.0 Reading indicate 28% of students in the SWD subgroup are making satisfactory progress. The students demonstrate a weakness in the ability to read and comprehend on grade level text. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the SWD subgroup making satisfactory progress to 47%.

G1.B4.S1 Provide students with the opportunity to read and comprehend on grade level literature and informational text

PD Opportunity 1

Present information through a multi-sensory approach. Implement the use of graphic organizers, visual cues, and peer tutoring to enhance the learning process. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency, and beging Wonder Works as Intervention for 30 minutes daily.

Facilitator

Elke Del Sol

Participants

Teachers/Staff/Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark

G1.B9 Results from the 2013 FCAT 2.0 Reading indicate 58% of the students in the Lowest 25% made learning gains. The number of students in the Lowest 25% making learning gains decreased by 10 percentage points. Students did not demonstrate a year's academic growth in the assigned interventions. Our goal for the 2013-2014 school year is to increase the percentage of students in the Lowest 25% making learning gains to 62%.

G1.B9.S1 Utilize McGraw Hill Wonder Works as intervention for 30 minutes daily. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency.

PD Opportunity 1

Implement Wonder Works daily for 30 minutes as an intervention. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency.

Facilitator

Elke Del Sol

Participants

Teachers/Staff/Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

G2. The result of the 2013 administration of the FCAT Writing indicates that 46% of the 4th grade students achieved FCAT level 3.5 or higher. Our Goal is to increase to 51%

G2.B1 The 2013 FCAT 2.0 Writing performance data indicates that the areas of relative deficiency were the student's lack of knowledge to properly address the areas of support and conventions and students experienced difficulty in writing accounts with an engaging plot and a range of appropriate and specific narrative actions. Student performance data from the 2013 FCAT Writing test also indicate that students lack knowledge and proficiency in the writing process. Students exhibited a lack of competency in expository writing (writing that is meant to inform, persuade, or convince). Students need improvement in focusing on a topic, providing details that support the topic, planning/brainstorming, and organizing ideas

G2.B1.S1 Strategies/Action Steps: • Rubrics will be displayed in all classrooms to ensure students have a reference point when writing. •There will be a school wide action plan with a concentration on Grade Level 4. The action plan will include a writing pacing guide tailored to the school's current needs with a focus on conventions and support. •Students will maintain a Writer's Notebook or IAN where Process Writing will take place. •Students will participate in monthly "Cold Writes". Scored writing samples will be used to target future instruction. •Writing lessons will be differentiated according to student needs, and individualized lessons will be provided through a Teacher Led Center. •An implementation of journaling and interactive notebooks across grade-levels (K-5) has been implemented for the upcoming 2013-2014 school year •Teachers in 4th grade will receive professional development in implementing the Writing IAN. •Teachers will instruct students in the use of their Writing IANs. •Students will utilize and maintain the Writing IAN as a repository for lessons, notes, input, practice, review, and reflection.

PD Opportunity 1

Students will be exposed to mentor text and, through explicit instruction and independent practice, students will engage in the writing process. Students will practice the writing process with an emphasis on the support and convention elements through editing and revising their work. Students will be guided in self-editing, work in pairs and groups to peer edit, and confer with the teacher in one-on-one conferencing.

Facilitator

Elke Del Sol

Participants

LLT / Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Student work and site generated writing assessments, including benchmarks

G3. 2013 FCAT 2.0 Mathematics Indicates 67% of students scored a level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency in math, Level 3 or above, by 10 percentage points to 77%

G3.B2 Results of the 2013 FCAT 2.0 Mathematics indicate 56% of the students in the Black subgroup are making satisfactory progress. Students demonstrate a weakness in the ability to solve complex word problems. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percent of students making satisfactory progress in the Black subgroup to 62%.

G3.B2.S1 Provide opportunities for students to compare and order fractions, mixed numbers and decimals in the same or different forms also including problem solving and hands on activities.

PD Opportunity 1

Use GIZMOs and Brain Pop to engage students in activities that develop conceptual understanding of decimals, including the connection between fractions and decimals, and to generate equivalent and simplify fractions. Through small group instruction we will provide opportunities for students to compare and order fractions, mixed numbers and decimals in the same or different forms Relate halves, fourths, tenths, and hundredths to percent, and vice versa.

Facilitator

Elke Del Sol

Participants

Teachers/Staff/ Administration

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmarks

G3.B7 Results of the 2013 FCAT 2.0 Mathematics indicate that 66% of the students in the ED subgroup are making satisfactory progress. Students demonstrate a weakness in the ability to solve complex word problems. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percent of students making satisfactory progress in the ED subgroup to 72%.

G3.B7.S1 Provide students with opportunities to make meaning of numbers through problem solving and hands-on activities.

PD Opportunity 1

Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

Facilitator

Elke Del Sol

Participants

Administration and Math Curriculum Leaders

Target Dates or Schedule

Onoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

G3.B9 Results of the FCAT 2.0 Mathematics indicate 34% of the students scored Level 4 or Level 5. Performance data shows that there is a deficiency in Number: Operations, Probability, Statistics, Number: Base Ten and Fractions, and Geometry and Measurement. Students demonstrate a weakness in the ability to apply the inverse property. Students demonstrate a weakness in the ability to describe rules for a pattern. Students demonstrate a weakness in the ability to determine meaning of numbers. Students demonstrate a weakness to describe or generalize an algebraic rule or numeric pattern. Students demonstrate a weakness in the ability to determine volume and surface area. Students demonstrate a weakness in the ability to convert units of measures within the same dimension to solve problems. Our goal for the 2013-2014 school year is to increase the number of students scoring Level 4 and Level 5 to 37%.

G3.B9.S1 Provide support to students as they make sense of problems and persevere in solving them, taking advantage of learning opportunities and adjust instruction appropriately to meet student needs.

PD Opportunity 1

Increase opportunities to use GIZMOS, MegaMath and Brain Pop to enhance students' conceptual knowledge of geometry and measurement skills. Provide opportunities for students to use different strategies to solve problems involving the volume and surface area of prisms. Perform multi-step conversions to solve problems within the same measurement system.

Facilitator

Elke Del Sol

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

PD Opportunity 2

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

Facilitator

Elke Del Sol

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

G4. Our goal for 2013-2014 school year is to increase the percentage of students achieving proficiency in science, Level 3 or above, by 10 percentage points to 50%.

G4.B1 Results of the 2013 FCAT 2.0 Science indicate 29% of the students scored a Level 3. The performance data demonstrates a deficiency in the area of Nature of Science. Students need additional opportunities to investigate the Nature of Science through development and design of science and engineering projects to increase scientific thinking. Additionally, students need to be provided with activities that allow for the implementation of inquiry-based activities in Nature of Science. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3 to 32%.

G4.B1.S1 Increase the opportunity for authentic hands-on science experiments through in-class and virtual labs taking them through the scientific process and topics related to Nature of Science

PD Opportunity 1

Incorporate instructional technology resources into the classroom such as Gizmos and FCAT Explorer. implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic. Utilize data driven instruction and and small group differentiated instruction strategies to address students' needs at grade level.

Facilitator

Elke Del Sol

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmarks.

G4.B2 Results of the 2013 FCAT 2.0 Science indicate 21% of the students scored a Level 4 and Level 5. The performance data demonstrates there is a deficiency in the are of Nature of Science. Students need additional opportunities for inquiry-based activities that allow for testing of hypotheses, data, analysis, explanation of variables and experimental design in Nature of Science. Our goal for the 2013- 2014 school year is to increase the number of students scoring Level 4 and Level 5 to 22%.

G4.B2.S1 Provide opportunities for students to formulate test questions and evaluate investigations in order to interpret and analyze data to defend conclusions.

PD Opportunity 1

Promote the use of instructional technology such as Gizmos and Jefferson Lab to enhance and re mediate student conceptual understanding of topics being addressed. Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding. Through small group instruction and differentiation we will provide students with the opportunities to present, refine, and evaluate scientific questions about the natural world and investigate answers through experimentation, research, and information gathering and discussion.

Facilitator

Elke Del Sol

Participants

Teachers / Staff / Administration

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmarks

G5. Our goal for the 2013-2014 school year is to introduce and increase the level of student participation in the STEM club from students 0 to 25 students.

G5.B1 Participation of STEM related activities is limited due to the lack of personnel available to be STEM coordinators. Strategy: Implement inquiry-based activities addressing the necessary Science benchmarks.

G5.B1.S1 Implement inquiry-based activities addressing the necessary Science benchmarks.

PD Opportunity 1

Begin a school STEM club that incorporates various projects to an increased number of students.

Facilitator

Elke Del Sol

Participants

Teachers / Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Stem Club Applicants

PD Opportunity 2

Develop a school STEM club that incorporates various projects to an increased number of students.

Facilitator

Elke Del Sol

Participants

Teachers / Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Stem Club Applicants

G6. To promote active parental engagement in school activities and community involvement from 30% to 32% based on our participation log

G6.B1 Parents have limited knowledge and understanding of available resources and materials, as well as, limited comprehension of available resources and materials due to limited English proficiency

G6.B1.S1 Incorporate community involvement through Connect Ed and bridge the gap between school and home through Take Home Tuesday folders and Parent Resource Center in PTA Office. Provide them with the opportunity to increase their knowledge of school wide available recourses and programs.

PD Opportunity 1

Facilitate the use of parenting materials in English and Spanish through the use of Take Home Tuesday Folders. Make these materials available at the Parent Resource Center. Through the use of Connect Ed continue to open the lines of communication.

Facilitator

Elke Del Sol

Participants

Parents / Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Parental involvement in the classroom and at the school site activities

G7. Maintain students in satisfactory attendance through out the 2013-2014 school year and to identify the students at risk and provide early interventions for the students.

G7.B1 Students who have a high number of absences affects overall academic success including lack of proficiency in reading. In the 2012-2013 school year six percent of our students missed 5% or more of available instructional time. Our goal for the 2013 - 2014 school year is to decrease the number students who missed 4% or more of available instructional time to nine percent.

G7.B1.S1 Provide students with rewards to promote daily attendance

PD Opportunity 1

Students who develop a pattern of non-attendance will be referred to the attendance committee. Students will also be rewarded for their attendance through a daily attendance drawing. Classes will be rewarded through a school-wide attendance incentive.

Facilitator

Elke Del Sol

Participants

Teachers / Administrators / Counselor

Target Dates or Schedule

On-going

Evidence of Completion

Attendance Reports and Behavioral Reports

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The data from the 2013 FCAT 2.0 indicates 62% of students achieved proficiency in Reading. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency in Reading by 11 percentage points to 73%.	$2,200
G3.	2013 FCAT 2.0 Mathematics Indicates 67% of students scored a level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency in math, Level 3 or above, by 10 percentage points to 77%	$1,000
G5.	Our goal for the 2013-2014 school year is to introduce and increase the level of student participation in the STEM club from students 0 to 25 students.	$1,000
G6.	To promote active parental engagement in school activities and community involvement from 30% to 32% based on our participation log	$1,000
G7.	Maintain students in satisfactory attendance through out the 2013-2014 school year and to identify the students at risk and provide early interventions for the students.	$500
	Total	$5,700

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Evidence-Based Program	Other	Total
Discresionary	$1,000	$0	$0	$1,000
Discressionary	$0	$1,200	$0	$1,200
EESAC	$0	$0	$3,500	$3,500
Total	$1,000	$1,200	$3,500	$5,700

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

G1. The data from the 2013 FCAT 2.0 indicates 62% of students achieved proficiency in Reading. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency in Reading by 11 percentage points to 73%.

G1.B3 Results from the 2013 FCAT 2.0 reading indicates that 38% of the students in the ELL subgroup are making satisfactory progress. The students demonstrated a weakness in the ability to comprehend complex text vocabulary due to a limited English language base. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the ELL subgroup making satisfactory progress to 62%.

G1.B3.S1 Provide students with the opportunity to read and comprehend on grade level literature and informational text.

Action Step 1

Increase the rigor of instruction for the implementation of the NGSSS and Common Core Standards. Implement teacher modeling and think aloud as well as, the utilization of word maps to facilitate the understanding of multiple meaning words. Additionally, model the use of context clues to understand the meanings of words. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency and Begin Wonder Works as Intervention for 30 minutes daily.

Resource Type

Technology

Resource

Moby Max

Funding Source

Discresionary

Amount Needed

$1,000

G1.B4 Results from the 2013 FCAT 2.0 Reading indicate 28% of students in the SWD subgroup are making satisfactory progress. The students demonstrate a weakness in the ability to read and comprehend on grade level text. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the SWD subgroup making satisfactory progress to 47%.

G1.B4.S1 Provide students with the opportunity to read and comprehend on grade level literature and informational text

Action Step 1

Present information through a multi-sensory approach. Implement the use of graphic organizers, visual cues, and peer tutoring to enhance the learning process. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency, and beging Wonder Works as Intervention for 30 minutes daily.

Resource Type

Evidence-Based Program

Resource

Time for Kids

Funding Source

Discressionary

Amount Needed

$1,200

G3. 2013 FCAT 2.0 Mathematics Indicates 67% of students scored a level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency in math, Level 3 or above, by 10 percentage points to 77%

G3.B3 Results of the 2013 FCAT 2.0 Mathematics indicate 67% of the students in the Hispanic subgroup are making satisfactory progress. Students demonstrate a weakness in the ability to solve complex word problems. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percent of students making satisfactory progress in the Hispanic subgroup to 77%.

G3.B3.S1 Students will be provided opportunities to make meaning of numbers through problem solving and hands-on activities

Action Step 1

Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

Resource Type

Other

Resource

Hands on Manipulatives

Funding Source

EESAC

Amount Needed

$1,000

G5. Our goal for the 2013-2014 school year is to introduce and increase the level of student participation in the STEM club from students 0 to 25 students.

G5.B1 Participation of STEM related activities is limited due to the lack of personnel available to be STEM coordinators. Strategy: Implement inquiry-based activities addressing the necessary Science benchmarks.

G5.B1.S1 Implement inquiry-based activities addressing the necessary Science benchmarks.

Action Step 2

Develop a school STEM club that incorporates various projects to an increased number of students.

Resource Type

Other

Resource

STEM Materials

Funding Source

EESAC

Amount Needed

$1,000

G6. To promote active parental engagement in school activities and community involvement from 30% to 32% based on our participation log

G6.B1 Parents have limited knowledge and understanding of available resources and materials, as well as, limited comprehension of available resources and materials due to limited English proficiency

G6.B1.S1 Incorporate community involvement through Connect Ed and bridge the gap between school and home through Take Home Tuesday folders and Parent Resource Center in PTA Office. Provide them with the opportunity to increase their knowledge of school wide available recourses and programs.

Action Step 1

Facilitate the use of parenting materials in English and Spanish through the use of Take Home Tuesday Folders. Make these materials available at the Parent Resource Center. Through the use of Connect Ed continue to open the lines of communication.

Resource Type

Other

Resource

Supplies for Take Home Tuesday Folders (paper, lables, folders, ink)

Funding Source

EESAC

Amount Needed

$1,000

G7. Maintain students in satisfactory attendance through out the 2013-2014 school year and to identify the students at risk and provide early interventions for the students.

G7.B1 Students who have a high number of absences affects overall academic success including lack of proficiency in reading. In the 2012-2013 school year six percent of our students missed 5% or more of available instructional time. Our goal for the 2013 - 2014 school year is to decrease the number students who missed 4% or more of available instructional time to nine percent.

G7.B1.S1 Provide students with rewards to promote daily attendance

Action Step 1

Students who develop a pattern of non-attendance will be referred to the attendance committee. Students will also be rewarded for their attendance through a daily attendance drawing. Classes will be rewarded through a school-wide attendance incentive.

Resource Type

Other

Resource

Student incentives for Attendance Lotto Winners

Funding Source

EESAC

Amount Needed

$500