



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Calusa Elementary School

9580 W CALUSA CLUB DR

Miami, FL 33186

305-385-0589

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

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 50%
Alternative/ESE Center No	Charter School No	Minority Rate 90%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 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.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	16
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	27
Part III: Coordination and Integration	0
Appendix 1: Professional Development Plan to Support Goals	56
Appendix 2: Budget to Support Goals	60

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

Calusa Elementary School

Principal

Carmen B Fuentes

School Advisory Council chair

Julie S Lozano

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

Name	Title
Carmen B. Fuentes	Principal
Eduardo Bovo	Assistant Principal
Marcella Naranjo Vargas	Teacher
Leslie Barreiro	Teacher
Yvonne Gonzalez	Teacher
Maria Montoya	Teacher
Raquel Guajardo	Teacher

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

SAC Membership includes: Principal -1, UTD steward – 1, teachers – 5, alternate teachers – 1, parents – 7, alternate parent – 1, educational support -1, alternate educational support – 1, student – 1, alternate student – 1, BCR – 1

Involvement of the SAC in the development of the SIP

The SAC will assist in the implementation of the School Improvement Plan.

Activities of the SAC for the upcoming school year

The SAC will monitor the implementation of the School Improvement Plan.

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

The projected use of the school improvement funds will include the funding of the school's interventionist in the amount of \$ 4,320.00.

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

In Compliance

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

N/A

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Eduardo M. Bovo

Asst Principal

Years as Administrator: 8

Years at Current School: 2

Credentials

BS-Elem. Ed, Florida International University (FIU)
 MS-TESOL, FIU
 Modified Masters in Ed. Leadership, FIU
 Certification:
 Elem. Ed., ESOL K-12 Endorsed,
 Ed. Leadership

Performance Record

2013 – School Grade – A
 Rdg. Proficiency, 80%
 Math Proficiency, 83%
 Rdg. Lrg. Gains, 70 points
 Math Lrg. Gains, 66 points
 Rdg. Imp. of Lowest 25% - 67 points
 Math Imp. of Lowest 25% - 64 points
 Rdg. AMO –NO
 Math AMO–NO
 2012 – School Grade – A
 Rdg. Proficiency, 83%
 Math Proficiency, 85%
 Rdg. Lrg. Gains, 61 points
 Math Lrg. Gains, 53 points
 Rdg. Imp. of Lowest 25% - 57points
 Math Imp. of Lowest 25% - 57 points
 Rdg. AMO –Yes
 Math AMO–Yes
 2011-2008
 '11 '10 '09 '08
 School Grades A A A A
 AYP Y Y Y Y
 High Standards 92 91 87 83
 Math 89 84 87 85
 Learning Gains–Rdg 69 79 80 69
 Learning Gains–Math53 68 45 56
 Gains- R 74 65 81 62
 Gains – M 66 50 70 71

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

none		
Part-time / School-based	Years as Coach:	Years at Current School:
Areas	Reading/Literacy	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers	58
# receiving effective rating or higher	58, 100%
# Highly Qualified Teachers	95%
# certified in-field	58, 100%
# ESOL endorsed	57, 98%
# reading endorsed	4, 7%
# with advanced degrees	26, 45%
# National Board Certified	6, 10%
# first-year teachers	0, 0%
# with 1-5 years of experience	7, 12%
# with 6-14 years of experience	22, 38%
# with 15 or more years of experience	27, 47%

Education Paraprofessionals

# of paraprofessionals	4
# Highly Qualified	4, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

The school maintains a high-level of professionalism and respect. Ms. Carmen B. Fuentes, Principal, encourages communication and integrity among the teachers and staff. Ms. Fuentes ensures that teachers receive ample opportunities for continuing professional development and coordinates school events that promote collaboration among the community, parents, students and school staff.

Teacher Mentoring Program/Plan

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

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

The school has designated a mentor teacher who has instructional expertise and clinical supervision experience. The planned activities include: peer observations, bi-weekly meetings, and professional development.

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

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

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

The school has organized a tiered leadership team that is comprised of Curriculum Chairpersons and Grade Level Chairpersons. The Curriculum Chairs are responsible for monitoring and implementing MTSS and SIP structures within the school which includes but not limited to curriculum planning and professional development. The designated Grade Level Chairs are responsible for the two-way communication between the grade levels and the leadership team. The goal for both groups is to address student and teacher needs within the school.

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

- Ms. Carmen B. Fuentes, Principal /Mr. Eduardo Bovo Assistant Principal: Provides a common mission for the use of data-driven instruction and planning. Also, ensures that the school-based leadership team is implementing MTSS /Rtl effectively. In addition, supervises the implementation of MTSS /Rtl documentation and interventions. Last, oversees that professional development is delivered to support Rtl implementation and maintains communication with parents regarding school-based MTSS /Rtl plans and activities.
- Ms. Maria Montoya, Reading Facilitator: Delivers information regarding the content standards and benchmarks, assists with the implementation and development of the school instructional focus calendars, assessments and interventions. Analyzes data to determine students' progress and needs.
- Ms. Yvonne Gonzalez, Writing Facilitator: Delivers information regarding the content standards and

- benchmarks, assists with the implementation and development of the school instructional focus calendars, assessments and interventions. Analyzes data to determine students' progress and needs.
- Ms. Leslie Barreiro, Mathematics Facilitator: Delivers information regarding the content standards and benchmarks, assists with the implementation and development of the school instructional focus calendars, assessments and interventions. Analyzes data to determine students' progress and needs.
 - Ms. Raquel Guajardo, Science Facilitator: Delivers information regarding the content standards and benchmarks, assists with the implementation and development of the school instructional focus calendars, assessments and interventions. Analyzes data to determine students' progress and needs.
 - Ms. Marcella Naranjo Vargas, Social Studies Facilitator: Delivers information regarding the content standards and benchmarks, assists with the implementation and development of the school instructional focus calendars, assessments and interventions. Analyzes data to determine students' progress and needs.
 - Ms. Eliana de Greiff, School Psychologist: Collects and analyzes data to develop student intervention plans. Meets with teachers and parents to provide information and support. Evaluates students for possible placement for either gifted or SWD programs. Reevaluates students for possible dismissal of previous placement programs.
 - Ms. Nancy Bauerlein, Student Services Personnel:(School Guidance Counselor): Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students Analyzes data to determine students' progress and needs.
 - Ms. Melissa Crumpler, Speech and Language Pathologist: Provides in-house individualized speech and language therapy to meet the needs of students on Individualized Educational Plans (IEP). Assesses students for possible placement and dismissal of services in the speech and language program.
 - Ms. Magda Salazar, Special Ed. Personnel: Provides support for the general education teacher in order to implement individual instructional strategies to meet the unique needs of struggling students.

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

In efforts to monitor the fidelity of the school's MTSS and SIP, the school administrators and the leadership team meet monthly to review progress-monitoring data at the grade and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. In addition, the team will identify students in need of enrichment and/or intervention and adjust the Instructional Focus Calendar as needed. The team also determines the professional development and resources needed to address student enrichment and/or intervention.

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

The team utilizes state, district, and school-based assessment data reports in an on-going process of data monitoring. The team disaggregates the data to determine school strengths and weaknesses and plan instruction for the 2013-2014 school year. Goals and strategies are identified and created to serve as the framework for clear expectations in the reading, mathematics, science and writing curricula, as well as, behavior and attendance guidelines for the upcoming school year. Assessments include: Florida Assessments for Instruction in Reading (FAIR), Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT) and school based monthly assessments. Progress Monitoring: PMRN, FCAT Simulation Midyear, FAIR, school based monthly assessments, core subject area assessments, Interim Assessments.

End of year: FAIR, FCAT, SAT, school based monthly assessments
Frequency of Data Days: twice a month for data analysis.

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

The school will participate in the MTSS on-going district professional development. Administration, MTSS team members will participate in the Florida RtI online training providing a network of ongoing support for RtI.

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: 4,800

The school will implement before and after school tutorial programs to focus on remediation and enrichment of ELL students.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data will be collected via Thinkgate reports and teacher-based assessment reports. The data is analyzed after each assessment.

Who is responsible for monitoring implementation of this strategy?

The leadership team, school administrators, and teachers will all be responsible for analyzing the data.

Strategy: Before or After School Program

Minutes added to school year: 360

Teachers sign-up for monthly professional development sessions related to implementing instruction with the Common Core State Standards through the use of technology.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

The assistant principal and the professional development committee perform needs assessment for professional development, schedule session, monitor attendance through sign-in sheets, and monitor effectiveness through follow-up activities and reflections.

Who is responsible for monitoring implementation of this strategy?

Administration

Strategy: Before or After School Program

Minutes added to school year: 2,400

The school will implement a before school computer based math tutorial program that focuses on the remediation and enrichment of fifth grade students.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data will be collected via Thinkgate reports and teacher-based assessment reports. The data is analyzed after each assessment.

Who is responsible for monitoring implementation of this strategy?

The leadership team, school administrators, and teachers will all be responsible for analyzing the data.

Literacy Leadership Team (LLT)

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

Name	Title
Ms. Carmen Fuentes	Principal
Mr. Eduardo Bovo	Assistant Principal
Ms. Maria Montoya	Reading Facilitator
Ms. Yvonne Gonzalez	Writing Facilitator
Ms. Leslie Barreiro	Mathematics Facilitator
Ms. Raquel Guajardo	Science Facilitator
Ms. Marcella Naranjo Vargas	Social Studies Facilitator
Ms. Ana M. Diaz	Media Specialist
Ms. Nancy Bauerlein	School Counselor

How the school-based LLT functions

The Principal and Assistant Principal will continue to promote school-wide literacy across all the academic areas. They will hold monthly meetings with the LLT in order to ensure that all members have a unified focus of the school's literacy goals. The Reading and Writing Facilitators will provide their expertise in reading and writing instruction and assessment, as well as up-to-date information and resources on new instructional trends and strategies gathered from district professional development meetings. The Reading and Writing Facilitators will assist the Media Specialist in promoting literacy school-wide by correlating Accelerated Reader (AR) with class-based student incentives for reading. The Mathematics, Science and Social Studies Facilitators will provide literacy support to the classroom teachers through mentoring and coaching. Furthermore, the School Counselor will encourage literacy through prominent school-events, such as Red Ribbon Week.

Major initiatives of the LLT

One of the major initiatives of the LLT this year will be to identify our weakest benchmarks through ongoing data analysis and incorporate differentiated instructional strategies in conjunction with merging Common Core Standards and New Generation Sunshine State Standards in grades 3-5.

Every Teacher Contributes to Reading Instruction

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

All teachers (classroom, special area, SPED, ELL) collaborate with a school-wide reading incentive using an online program, Accelerated Reader (AR). Students are encouraged to read books and take accompanying comprehension tests in order to accumulate reading points. Students are given AR goals and are provided with different level of prizes, each student receives a key tag every time they reach a new level. This program has proven to be extremely effective and is very successful with students in grades K-5.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The school provides the preschool classroom to participate in school-based activities such as: Open House and PTA-sponsored events. The Future Educators of America partners students in older grades to the preschool classroom to help the teacher which in turns develops a mentoring relationship. In addition, the school also provides a kindergarten orientation for parents the week prior to the beginning of the school year.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

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

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	87%	80%	No	88%
American Indian				
Asian				
Black/African American	88%	76%	No	90%
Hispanic	86%	80%	No	87%
White	88%	85%	No	89%
English language learners	86%	67%	No	87%
Students with disabilities	53%	38%	No	57%
Economically disadvantaged	82%	78%	No	84%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	109	23%	24%
Students scoring at or above Achievement Level 4	266	56%	56%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		70%	73%
Students in lowest 25% making learning gains (FCAT 2.0)		67%	70%

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)	135	67%	70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	77	38%	44%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	90	44%	50%

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	136	80%	82%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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	88%	83%	No	90%
American Indian				
Asian				
Black/African American	88%	67%	No	90%
Hispanic	88%	82%	No	89%
White	90%	89%	Yes	91%
English language learners	88%	71%	No	90%
Students with disabilities	58%	54%	Yes	63%
Economically disadvantaged	83%	77%	No	84%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	137	29%	35%
Students scoring at or above Achievement Level 4	251	53%	55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		64%	68%

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	38	23%	25%
Students scoring at or above Achievement Level 4	76	46%	47%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

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)	10		15
Participation in STEM-related experiences provided for students	860	99%	100%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	36	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	20	2%	1%
Students who are not proficient in reading by third grade	36	26%	23%
Students who receive two or more behavior referrals	397	43%	42%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

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

The school will target the number of school-sponsored events by increasing the number of evening events to accommodate working parents. In addition, the school will provide online academic resources through the school website. Fidelity and effectiveness will be monitored through frequent review of sign in sheets in order to determine the number of parents attending school-related functions.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
• number of parent engagement opportunities offered in the school year	190	100%	100%

Goals Summary

- G1.** The results of the 2012 - 2013 FCAT 2.0 Reading Test indicate that 80% of our students scored at achievement Level 3 or above. Our goal is to increase that percentage to 88% on the 2013 - 2014 FCAT 2.0.
- G2.** The results of the 2012 - 2013 FCAT 2.0 Writing Test indicate that 80% of our fourth grade students scored at Achievement Level 3.5 or above. Our goal is to increase that percentage to 82% on the 2013 - 2014 FCAT Writing Test.
- G3.** The results of the 2012 - 2013 FCAT 2.0 Mathematics Test indicate that 83% of our students scored at Achievement Level 3 or above. Our goal is to increase that percentage to 90% on the 2013 - 2014 FCAT 2.0.
- G4.** The results of the 2012 - 2013 FCAT 2.0 Science Test indicate that 69% of our fifth grade students scored at Achievement Level 3 or above. Our goal is to increase that percentage to 72% on the 2013 - 2014 FCAT 2.0 Science Test.
- G5.** Increase opportunities for students in grades K - 2 to participate in STEM related learning experiences through participation in activities such as the Elementary Science Fair and STEM labs.
- G6.** Calusa Elementary School will use the Early Warning System (EWS) to identify at-risk students in order to implement interventions and supports in a timely manner.
- G7.** The 2012 - 2013 data shows that 50% of parents participated in school events offered during evening hours. Our goal is to increase that percentage to 53% for the 2013 - 2014 school year.

Goals Detail

G1. The results of the 2012 - 2013 FCAT 2.0 Reading Test indicate that 80% of our students scored at achievement Level 3 or above. Our goal is to increase that percentage to 88% on the 2013 - 2014 FCAT 2.0.

Targets Supported

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

Resources Available to Support the Goal

- McMillan-McGraw Hill's Wonders-core Reading Program
- SuccessMaker-research based supplemental reading instruction
- Reading Plus- research based supplemental reading instruction
- McMillan-McGraw Hill's WonderWorks Reading Intervention Program

Targeted Barriers to Achieving the Goal

- The results of the 2012 - 2013 FCAT 2.0 Reading Test indicate that students in the Black, Hispanic, White, English Language Learners and Economically Disadvantaged subgroups did not meet their annual measurable objectives. 76% of students in the Black subgroup, 80% of students in the Hispanic subgroup, 85% of students in the White subgroup, 67% of students in the English Language Learners subgroup and 78% of students in the Economically Disadvantaged subgroup scored at achievement level 3 or above.
- The results of the 2012 - 2013 FCAT 2.0 Reading Test indicate that 23% of the students scored at achievement Level 3. Data indicated that the area of greatest weakness was Informational Text/Research for grades 3 and 4, and Reading Application for grade 5.
- The results of the 2012 - 2013 FCAT 2.0 Reading Test indicate that 56% of the students scored at achievement Levels 4-5. Data indicated that the area of greatest weakness was Informational Text/Research for grades 3 and 4, and Reading Application for grade 5.
- The results of the 2012 - 2013 FCAT 2.0 Reading Test indicate that 70% of the students made learning gains in reading. Data indicated that the area of greatest weakness was Informational Text/Research for grades 3 and 4, and Reading Application for grade 5.
- The results of the 2012 - 2013 FCAT 2.0 Reading Test indicate that 67% of the students in the lowest 25% made learning gains in reading. Data indicated that the area of greatest weakness was Informational Text/Research for grades 3 and 4, and Reading Application for grade 5.
- The results of the data from 2013 Florida Comprehensive English Language Learning Assessment (CELLA) show that 67% of students scored proficient on the listening/speaking component. Based on the data students need additional opportunities to speak in English as well as opportunities to acquire new vocabulary.
- The results of the data from 2013 Florida Comprehensive English Language Learning Assessment (CELLA) show that 38% of students scored proficient on the reading component. Based on the data students need additional opportunities to read in English in order to identify and analyze the elements of authors purpose and understanding the essential message.
- The results of the data from 2013 Florida Comprehensive English Language Learning Assessment (CELLA) show that 44% of students scored proficient on the writing component. Based on the data students need additional opportunities to practice academic writing.

Plan to Monitor Progress Toward the Goal

Review and monitor data to support goal.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative and Summative assessments: FAIR, CELLA, District-Interims, School-based assessments, and FCAT.

G2. The results of the 2012 - 2013 FCAT 2.0 Writing Test indicate that 80% of our fourth grade students scored at Achievement Level 3.5 or above. Our goal is to increase that percentage to 82% on the 2013 - 2014 FCAT Writing Test.

Targets Supported

- Writing

Resources Available to Support the Goal

- District-adopted McGraw-Hill Reading Basal, graphic organizers, writer's mini-lessons.

Targeted Barriers to Achieving the Goal

- The results of the 2012 - 2013 FCAT Writes 2.0 indicate that 80% of our students scored at Achievement Level 3.5 or above.

Plan to Monitor Progress Toward the Goal

Administer assessments: Formative-Monthly Writing assessments, District Writing Mid-Year Test/
Summative-2014 FCAT 2.0 Writing Assessment

Person or Persons Responsible

Classroom teachers/Administration

Target Dates or Schedule:

Monthly/February 2014

Evidence of Completion:

Writing Assessment Reports and completing of 2014 FCAT 2.0 Writing Assessment

G3. The results of the 2012 - 2013 FCAT 2.0 Mathematics Test indicate that 83% of our students scored at Achievement Level 3 or above. Our goal is to increase that percentage to 90% on the 2013 - 2014 FCAT 2.0.

Targets Supported

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

Resources Available to Support the Goal

- Resources used will be Houghton Mifflin's Go Math Series, math manipulatives and online technology programs such as SuccessMaker.

Targeted Barriers to Achieving the Goal

- The results of the 2012 - 2013 FCAT 2.0 Mathematics Test indicate that students in the Black, Hispanic, English Language Learners and Economically Disadvantaged subgroups did not meet their annual measurable objectives. 67% of students in the Black subgroup, 82% of students in the Hispanic subgroup, 71% of students in the English Language Learners subgroup and 77% of students in the Economically Disadvantaged subgroup scored at achievement level 3 or above.
- The results of the 2012 - 2013 FCAT 2.0 Mathematics Test indicate that 29% of the students scored at achievement Level 3. Data indicated that the area of greatest weakness was limited proficiency in problem solving that involves fraction equivalence and comparison.
- The results of the 2012 - 2013 FCAT 2.0 Mathematics Test indicate that 53% of the students scored at achievement Levels 4-5. Data indicated that the area of greatest weakness was limited understanding of strategies for solving problems with fractions.
- The results of the 2012 - 2013 FCAT 2.0 Mathematics Test indicate that 66% of the students made learning gains in mathematics. Data indicated that the area of greatest weakness was lack of problem solving skills that involves fraction equivalence and comparison.
- The results of the 2012 - 2013 FCAT 2.0 Mathematics Test indicate that 64% of the students in the lowest 25% made learning gains in mathematics. Data indicated that the area of greatest weakness was minimal proficiency in comparing and ordering fractions and problem solving.

Plan to Monitor Progress Toward the Goal

District and school-based assessments

Person or Persons Responsible

Administration/SB Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data reports through Thinkgate

G4. The results of the 2012 - 2013 FCAT 2.0 Science Test indicate that 69% of our fifth grade students scored at Achievement Level 3 or above. Our goal is to increase that percentage to 72% on the 2013 - 2014 FCAT 2.0 Science Test.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Students will use an online science program, JLABS every week. Teachers will increase the number of hands-on lab activities in the classrooms.
- Student will participate in the school and District's Fairs and Project-Based Learning in their classrooms.

Targeted Barriers to Achieving the Goal

- The barrier for 23% of 5th grade students scoring at Achievement Level 3 on the 2013 FCAT Science Test was the limited proficiency to understand the components of an experiment and analyze and interpret data.
- The barrier for 46% of 5th grade students scoring at Achievement Levels 4 and 5 on the 2013 FCAT Science Test was the limited aptitude to interpret scientific scenarios based on observations and/or models.

Plan to Monitor Progress Toward the Goal

District and school-based assessments and the District Science Fair

Person or Persons Responsible

Administration and SB Leadership Team

Target Dates or Schedule:

Every Quarter or as needed.

Evidence of Completion:

Data reports through Edusoft.

G5. Increase opportunities for students in grades K - 2 to participate in STEM related learning experiences through participation in activities such as the Elementary Science Fair and STEM labs.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Miami-Dade County Public School's Science Fair Student Checklist

Targeted Barriers to Achieving the Goal

- Students have had limited exposure to science, technology, engineering, and mathematics activities that develop scientific thinking and engage students in inquiry.

Plan to Monitor Progress Toward the Goal

Review data from Interim assessments and science fair projects

Person or Persons Responsible

Classroom teachers/Administration

Target Dates or Schedule:

Quarterly/yearly

Evidence of Completion:

Evidence of Portfolios or Projects

G6. Calusa Elementary School will use the Early Warning System (EWS) to identify at-risk students in order to implement interventions and supports in a timely manner.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Attendance incentives such as raffles and perfect attendance certificates.

Targeted Barriers to Achieving the Goal

- The barrier for 4% of students who miss 10% or more of instructional time is limited amount of parental involvement.
- The barrier for 1% of students who receive two or more behavioral referrals that lead to suspension is due to the lack of student adherence to the District's Code of Student Conduct in conjunction with parental support.
- The barrier for 21% of students who are not proficient in reading by grade 3 is students overall lack of comprehension skills and an inability to think analytically.

Plan to Monitor Progress Toward the Goal

Review Student Attendance

Person or Persons Responsible

Administration and School Counselor

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Attendance Reports

G7. The 2012 - 2013 data shows that 50% of parents participated in school events offered during evening hours. Our goal is to increase that percentage to 53% for the 2013 - 2014 school year.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- PTA e-mail tree Connect-Ed messaging system School published monthly calendars Workshop activities presented by classroom teachers

Targeted Barriers to Achieving the Goal

- The barrier for 50% of parents participating in school events is due to the working parents' inability to attend school events during the day.

Plan to Monitor Progress Toward the Goal

Review of number of parent attendees to school events during evening hours.

Person or Persons Responsible

Administration and School Counselor.

Target Dates or Schedule:

June 2014

Evidence of Completion:

Attendance sign-in sheets.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2012 - 2013 FCAT 2.0 Reading Test indicate that 80% of our students scored at achievement Level 3 or above. Our goal is to increase that percentage to 88% on the 2013 - 2014 FCAT 2.0.

G1.B1 The results of the 2012 - 2013 FCAT 2.0 Reading Test indicate that students in the Black, Hispanic, White, English Language Learners and Economically Disadvantaged subgroups did not meet their annual measurable objectives. 76% of students in the Black subgroup, 80% of students in the Hispanic subgroup, 85% of students in the White subgroup, 67% of students in the English Language Learners subgroup and 78% of students in the Economically Disadvantaged subgroup scored at achievement level 3 or above.

G1.B1.S1 Students will be engaged in activities that reinforce skills to comprehend literature and informational text at the high end of the 2-3 text complexity bands.

Action Step 1

Use information from the first administration of FAIR, STAR assessment, and baseline assessment to identify deficiencies. During differentiated instruction, students will receive instruction in a teacher led center to address identified deficiencies.

Person or Persons Responsible

Reading/Language Arts teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Data binder with ongoing assessment reports: STAR, FAIR, and Benchmark Assessment Thinkgate reports.

Facilitator:

Ms. LaVonna Roth

Participants:

Reading/Language Arts Teachers

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

District and School-based assessments

Person or Persons Responsible

Literacy Leadership Team (LLT)/Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Ongoing monitoring of STAR, FAIR, and Interim assessment reports.

Plan to Monitor Effectiveness of G1.B1.S1

Review District and School-based Assessments

Person or Persons Responsible

Administration, Leadership Team and Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Data collected through Thinkgate Reports

G1.B2 The results of the 2012 - 2013 FCAT 2.0 Reading Test indicate that 23% of the students scored at achievement Level 3. Data indicated that the area of greatest weakness was Informational Text/Research for grades 3 and 4, and Reading Application for grade 5.

G1.B2.S1 Strategies that will be implemented to target the goal and reduce the barrier is the use of vocabulary word concept maps and graphic organizers.

Action Step 1

Teachers will use graphic organizers when introducing vocabulary.

Person or Persons Responsible

Teachers.

Target Dates or Schedule

In the reading/language arts block.

Evidence of Completion

Review of classroom data.

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

Classroom walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Data reports and data chats.

Plan to Monitor Effectiveness of G1.B2.S1

District and School-Based Assessments

Person or Persons Responsible

Administration and SB Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative and Summative Assessments which include: FAIR, CELLA, District-Interims, FCAT 2.0.

G1.B3 The results of the 2012 - 2013 FCAT 2.0 Reading Test indicate that 56% of the students scored at achievement Levels 4-5. Data indicated that the area of greatest weakness was Informational Text/ Research for grades 3 and 4, and Reading Application for grade 5.

G1.B3.S1 Strategies that will be implemented to target the goal and reduce the barrier is the use of vocabulary word concept maps and graphic organizers.

Action Step 1

The use of graphic organizers and concept word maps.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Reading/Language Arts instruction

Evidence of Completion

Data reports and classroom assessments

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

Classroom walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly or as needed

Evidence of Completion

Data reports and data chats

Plan to Monitor Effectiveness of G1.B3.S1

Reviewing data to support the goal.

Person or Persons Responsible

Administration and the SB Leadership Team

Target Dates or Schedule

Quarterly or as needed.

Evidence of Completion

Meeting Agendas that document data review.

G1.B4 The results of the 2012 - 2013 FCAT 2.0 Reading Test indicate that 70% of the students made learning gains in reading. Data indicated that the area of greatest weakness was Informational Text/ Research for grades 3 and 4, and Reading Application for grade 5.

G1.B4.S1 Strategies that will be implemented to target the goal and reduce the barrier is the use of vocabulary word concept maps and graphic organizers.

Action Step 1

The use of graphic organizers.

Person or Persons Responsible

Classroom teachers.

Target Dates or Schedule

Reading/Language Arts instruction.

Evidence of Completion

Data reports of assessments.

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

Classroom walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly or as needed

Evidence of Completion

Formative and Summative assessments which include: FAIR, CELLA, District Interims, and the 2014 FCAT 2.0 Reading Test.

Plan to Monitor Effectiveness of G1.B4.S1

Reviewing the data to support the goal

Person or Persons Responsible

Administration and SB Leadership Team

Target Dates or Schedule

Monthly or as needed

Evidence of Completion

Meeting agendas to document data reviews.

G1.B5 The results of the 2012 - 2013 FCAT 2.0 Reading Test indicate that 67% of the students in the lowest 25% made learning gains in reading. Data indicated that the area of greatest weakness was Informational Text/Research for grades 3 and 4, and Reading Application for grade 5.

G1.B5.S1 Strategies that will be implemented to target the goal and reduce the barrier is the use of vocabulary word concept maps and graphic organizers.

Action Step 1

The use of graphic organizers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Reading/Language Arts instruction

Evidence of Completion

Data reports

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

Classroom walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly or as needed

Evidence of Completion

Formative and Summative assessments which include: FAIR, CELLA, District Interims, and 2014 FCAT 2.0 Reading Test.

Plan to Monitor Effectiveness of G1.B5.S1

Reviewing data to support the goal.

Person or Persons Responsible

Administration and the SB Leadership Team.

Target Dates or Schedule

Monthly or as needed.

Evidence of Completion

Meeting agendas to document data review.

G1.B6 The results of the data from 2013 Florida Comprehensive English Language Learning Assessment (CELLA) show that 67% of students scored proficient on the listening/speaking component. Based on the data students need additional opportunities to speak in English as well as opportunities to acquire new vocabulary.

G1.B6.S1 Strategies that will be implemented to target the goal and reduce the barrier is to explicitly teach English vocabulary and sentence structures. Increase opportunities for students to engage in purposeful conversation.

Action Step 1

Utilize resources from the Wonders core reading program to support vocabulary and syntax such as: Grammar Transfer Charts and Visual Vocabulary Cards. Provide opportunities for students to engage in meaningful conversation. Model think alouds and sample conversations to students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Reading/Language Arts Instruction

Evidence of Completion

Data reports and student work.

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

Classroom walk-throughs and monthly assessment reports.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly or as needed.

Evidence of Completion

Formative and Summative assessments which include: FAIR, CELLA, District Interims, and the 2014 FCAT 2.0 Reading Test.

Plan to Monitor Effectiveness of G1.B6.S1

Reviewing the data to support the goal.

Person or Persons Responsible

Administration and SB Leadership Team

Target Dates or Schedule

Monthly or as needed

Evidence of Completion

Meeting Agendas to document data reviews and 2014 FCAT 2.0

G1.B7 The results of the data from 2013 Florida Comprehensive English Language Learning Assessment (CELLA) show that 38% of students scored proficient on the reading component. Based on the data students need additional opportunities to read in English in order to identify and analyze the elements of authors purpose and understanding the essential message.

G1.B7.S1 Build comprehension and fluency in English

Action Step 1

Utilize resources form Wonders core reading program. Use of ELL Leveled readers for guided reading. Small group instruction focusing on plot and understanding the essential message of the passage.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Reading/Language Arts Instruction

Evidence of Completion

Data Reports, student work, lesson plans.

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

Provide after school tutoring for identified low performing ELL students.

Person or Persons Responsible

Selected Teachers/Administration

Target Dates or Schedule

October 2013 - March 2013

Evidence of Completion

Attendance Rosters

Plan to Monitor Effectiveness of G1.B7.S1

Review student monthly assessments reports to monitor student progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

monthly

Evidence of Completion

2014 FCAT 2.0

G1.B8 The results of the data from 2013 Florida Comprehensive English Language Learning Assessment (CELLA) show that 44% of students scored proficient on the writing component. Based on the data students need additional opportunities to practice academic writing.

G1.B8.S1 Scaffold writing instruction for students at different levels of proficiency.

Action Step 1

Use graphic organizers to help students organize their thoughts. Use the writing process to provide differentiated instruction to students at various levels of proficiency.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Reading/Language Arts Instruction

Evidence of Completion

Data Reports

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

Review students' monthly assessment reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

monthly

Evidence of Completion

2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B8.S1

Review students' monthly assessment reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

monthly

Evidence of Completion

Successmaker, STAR, FAIR and Interim Assessment Reports

G2. The results of the 2012 - 2013 FCAT 2.0 Writing Test indicate that 80% of our fourth grade students scored at Achievement Level 3.5 or above. Our goal is to increase that percentage to 82% on the 2013 - 2014 FCAT Writing Test.

G2.B1 The results of the 2012 - 2013 FCAT Writes 2.0 indicate that 80% of our students scored at Achievement Level 3.5 or above.

G2.B1.S1 Teachers will use revising/editing charts, teacher conferencing and collaborative discussions for evaluating a draft.

Action Step 1

Teachers will incorporate interactive writing journals in the Reading/Language Arts instruction.

Person or Persons Responsible

Reading/Language Arts teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data reports collected by RLA teachers.

Facilitator:

Reading and Writing Facilitators

Participants:

Teachers/Administration/Leadership Team

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

Classroom walk-throughs.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly or as needed.

Evidence of Completion

Formative and Summative assessments which include: District Interim Writing Tests, School-based Monthly Writing Prompts, CELLA, and the 2014 FCAT 2.0 Writing Test.

Plan to Monitor Effectiveness of G2.B1.S1

Monitoring the data to support the goal.

Person or Persons Responsible

Administration and SB Leadership Team

Target Dates or Schedule

Every Month or as needed.

Evidence of Completion

Meeting Agendas to document data reviews.

G2.B1.S2 A fourth grade level "Golden Writers Pencil Club" will be implemented with the goal of highlighting students who have demonstrated exemplary writing.

Action Step 1

The school will implement a "Golden Pencil Writers Club" to highlight exemplary writing in fourth grade.

Person or Persons Responsible

Administration/4th Grade teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly writing samples generated by student responses to a monthly prompt.

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Student writing sample from each 4th grade classroom will be collected and selected students will be rewarded with a lunch party and a "Golden Pencil Writing Club" t-shirt.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student writing sample from each 4th grade classroom.

Plan to Monitor Effectiveness of G2.B1.S2

Monitor the data to support the goal

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly writing score sheets

G2.B1.S3 After school writing enrichment classes will be offered targeting students scoring 3's and 4's..

Action Step 1

Teachers will use District approved rubrics to score student writing samples. Students scoring 3's and 4's will be targeted for enrichment tutoring.

Person or Persons Responsible

Selected Teachers/Administration

Target Dates or Schedule

January 2014 - February 2014

Evidence of Completion

Data Reports, student work samples

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Provide after school tutoring for identified students scoring 3' and 4's on monthly writing prompts.

Person or Persons Responsible

Selected teachers/Administration

Target Dates or Schedule

January 2014 - February 2014

Evidence of Completion

Attendance Rosters

Plan to Monitor Effectiveness of G2.B1.S3

Monitoring the data to support the goal

Person or Persons Responsible

Selected Teachers/Administration

Target Dates or Schedule

January 2014 - February 2014

Evidence of Completion

Attendance Rosters, Monthly score sheets, agendas to document data reviews

G3. The results of the 2012 - 2013 FCAT 2.0 Mathematics Test indicate that 83% of our students scored at Achievement Level 3 or above. Our goal is to increase that percentage to 90% on the 2013 - 2014 FCAT 2.0.

G3.B1 The results of the 2012 - 2013 FCAT 2.0 Mathematics Test indicate that students in the Black, Hispanic, English Language Learners and Economically Disadvantaged subgroups did not meet their annual measurable objectives. 67% of students in the Black subgroup, 82% of students in the Hispanic subgroup, 71% of students in the English Language Learners subgroup and 77% of students in the Economically Disadvantaged subgroup scored at achievement level 3 or above.

G3.B1.S1 Instructional strategies will include: opportunities for students to compare and order fractions, mixed numbers, and decimals in the same or different forms, generate equivalent fractions or simplify fractions to lowest terms and relate halves, fourths, tenths, and hundredths to percents, and vice versa.

Action Step 1

Provide opportunities for mathematical exploration and the development of student understanding of fractions.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Daily or as needed.

Evidence of Completion

Data reports through Thinkgate

Facilitator:

Mathematics Facilitator and LaVonna Roth

Participants:

Teachers/Administration/Leadership Team

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

Classroom walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly or as needed.

Evidence of Completion

Formative and Summative Assessments which include: District Interim Tests, school-based tests, and the 2014 FCAT 2.0 Mathematics Tests.

Plan to Monitor Effectiveness of G3.B1.S1

Review and monitor data to support the goal.

Person or Persons Responsible

Administration and SB Leadership Team

Target Dates or Schedule

Monthly or as needed.

Evidence of Completion

Meeting agendas to document data reviews.

G3.B2 The results of the 2012 - 2013 FCAT 2.0 Mathematics Test indicate that 29% of the students scored at achievement Level 3. Data indicated that the area of greatest weakness was limited proficiency in problem solving that involves fraction equivalence and comparison.

G3.B2.S1 Provide opportunity for students to receive differentiated instruction within core instruction.

Action Step 1

Use information from the baseline assessment to identify deficiencies. During differentiated instruction, students will receive instruction in a teacher led center to address identified deficiencies.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans and student work

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

Analyze data from all grade levels to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

monthly

Evidence of Completion

Interim assessments, classroom assessments

Plan to Monitor Effectiveness of G3.B2.S1

Analyze data from all grade levels to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Mathematics Test

G3.B3 The results of the 2012 - 2013 FCAT 2.0 Mathematics Test indicate that 53% of the students scored at achievement Levels 4-5. Data indicated that the area of greatest weakness was limited understanding of strategies for solving problems with fractions.

G3.B3.S1 Build mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.

Action Step 1

Provide opportunities for students to estimate fractions, mixed numbers, and/or decimals in the same or different forms in real world-situations. Have students create real-world problems.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Analyze data from all grade levels to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

monthly

Evidence of Completion

Classroom and Interim Assessments

Plan to Monitor Effectiveness of G3.B3.S1

Analyze data from all grade levels to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Mathematics Test

G3.B4 The results of the 2012 - 2013 FCAT 2.0 Mathematics Test indicate that 66% of the students made learning gains in mathematics. Data indicated that the area of greatest weakness was lack of problem solving skills that involves fraction equivalence and comparison.

G3.B4.S1 Teach students multiple strategies for solving problems with fractions and responding to practical situations.

Action Step 1

Teach students to relate decimals, fractions, and percents, as well as compare and order fractions and decimals utilizing real world problems.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Analyze data from all grade levels to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

monthly

Evidence of Completion

Ongoing classroom and Interim Assessments

Plan to Monitor Effectiveness of G3.B4.S1

Analyze data from all grade levels to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Mathematics Test

G3.B5 The results of the 2012 - 2013 FCAT 2.0 Mathematics Test indicate that 64% of the students in the lowest 25% made learning gains in mathematics. Data indicated that the area of greatest weakness was minimal proficiency in comparing and ordering fractions and problem solving.

G3.B5.S1 Provide support to students who fall in the lowest 25% through an after-school tutoring program targeting student deficiencies.

Action Step 1

Implement an afterschool tutoring program to service students in the lowest 25% twice a week for one hour.

Person or Persons Responsible

Selected classroom teachers

Target Dates or Schedule

September 2013 - March 2014

Evidence of Completion

Attendance Rosters

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

Review students monthly assessments reports to monitor progress and adjust instruction.

Person or Persons Responsible

selected classroom teachers

Target Dates or Schedule

monthly

Evidence of Completion

Interim assessment reports

Plan to Monitor Effectiveness of G3.B5.S1

Review students monthly assessment reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Mathematics Test

G4. The results of the 2012 - 2013 FCAT 2.0 Science Test indicate that 69% of our fifth grade students scored at Achievement Level 3 or above. Our goal is to increase that percentage to 72% on the 2013 - 2014 FCAT 2.0 Science Test.

G4.B1 The barrier for 23% of 5th grade students scoring at Achievement Level 3 on the 2013 FCAT Science Test was the limited proficiency to understand the components of an experiment and analyze and interpret data.

G4.B1.S1 Teachers will provide a variety of cross-curricular hands-on inquiry-based learning opportunities for students to analyze and draw appropriate conclusions to real-world applications. The effectiveness of the strategies will be monitored through lab-related student reflections in their science journals.

Action Step 1

Implement a routine of inquiry-based, hands-on activities relevant to the objectives of the topic.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Daily or as needed.

Evidence of Completion

Data reports through Edusoft

Facilitator:

Science Facilitator and Ms. LaVonna Roth

Participants:

Administration, Leadership Team and Science teachers

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

Classroom walk-throughs.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly or as needed.

Evidence of Completion

Formative and Summative Assessments which include: District Science Interim Tests, school-based tests, and the 2014 FCAT 2.0 Science Test.

Plan to Monitor Effectiveness of G4.B1.S1

Reviewing the data to support the goal.

Person or Persons Responsible

Administration and SB Leadership Team

Target Dates or Schedule

Monthly or as needed.

Evidence of Completion

Meeting agendas to document data reviews.

G4.B2 The barrier for 46% of 5th grade students scoring at Achievement Levels 4 and 5 on the 2013 FCAT Science Test was the limited aptitude to interpret scientific scenarios based on observations and/or models.

G4.B2.S1 Teachers will increase rigor in science writing as evidenced in science journals and in laboratory conclusions, as delineated by the Common Core State Standards.

Action Step 1

Teachers will develop Higher-Order Questioning strategies using Explicit-Reflective Instruction to enhance student thinking.

Person or Persons Responsible

Science Teachers.

Target Dates or Schedule

Daily or as needed.

Evidence of Completion

Data Reports through Edusoft.

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

Classroom walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly or as needed

Evidence of Completion

Formative and Summative Assessments which include: District Science Interim Tests, school-based tests and the 2014 FCAT 2.0 Science Test.

Plan to Monitor Effectiveness of G4.B2.S1

Data Reviews and the District and school-based science fairs.

Person or Persons Responsible

Administration and SB Leadership Team

Target Dates or Schedule

Quarterly or as needed.

Evidence of Completion

Meeting Agendas to document data reviews.

G5. Increase opportunities for students in grades K - 2 to participate in STEM related learning experiences through participation in activities such as the Elementary Science Fair and STEM labs.

G5.B1 Students have had limited exposure to science, technology, engineering, and mathematics activities that develop scientific thinking and engage students in inquiry.

G5.B1.S1 The school will focus on creating more STEM-related experiences during and after school hours.

Action Step 1

Establish a plan and timeline for the development of student science fair projects. Utilize the district's Science Fair Student Checklist to track progress students are making towards successful completion of a science fair project. Participate in Calusa's Science Night.

Person or Persons Responsible

Administration and Science teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student projects

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

Monitor project development for Elementary Science Fair and participation in Calusa Science Night.

Person or Persons Responsible

Administration

Target Dates or Schedule

Yearly

Evidence of Completion

Science Fair Projects

Plan to Monitor Effectiveness of G5.B1.S1

Monitor project development for Elementary Science Fair and participation in Calusa Science Night.

Person or Persons Responsible

Administration

Target Dates or Schedule

Yearly

Evidence of Completion

Annual Calusa Science Night Attendance roster

G6. Calusa Elementary School will use the Early Warning System (EWS) to identify at-risk students in order to implement interventions and supports in a timely manner.

G6.B1 The barrier for 4% of students who miss 10% or more of instructional time is limited amount of parental involvement.

G6.B1.S1 Identify and refer students who may be developing a pattern of nonattendance to Attendance Review Committee (ARC) for possible intervention.

Action Step 1

Review Student Attendance

Person or Persons Responsible

Administration and school counselor

Target Dates or Schedule

Monthly or as needed

Evidence of Completion

Attendance school reports

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

Review of Student Attendance

Person or Persons Responsible

Administration and school counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Reports

Plan to Monitor Effectiveness of G6.B1.S1

Review of Student Attendance

Person or Persons Responsible

Administration and School Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Daily Attendance Reports

G6.B1.S2 Provide detailed attendance policy information and require signed parent acknowledgement.

Action Step 1

Communicate the attendance policy through: sending a home-school letter on the first day, reviewing procedures in the parent/student handbook, reviewing the attendance policy at Open House, highlighting attendance on the morning announcements, and tracking students who develop a pattern of non-attendances.

Person or Persons Responsible

Administration/Teachers/School Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Receipt of attendance letter/Open House sign-in sheets/Attendance referrals

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Collect signatures for review of parent/student handbook. Review of school attendance rates.

Person or Persons Responsible

School Counselor/Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Signature pages/Attendance reports

Plan to Monitor Effectiveness of G6.B1.S2

Review attendance reports

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Documented absenteeism for selected students/Documented parent conferences

G6.B2 The barrier for 1% of students who receive two or more behavioral referrals that lead to suspension is due to the lack of student adherence to the District's Code of Student Conduct in conjunction with parental support.

G6.B2.S1 Students who receive two behavior referrals will meet with school counselor.

Action Step 1

Review student behavior referrals to meet with students in order to minimize future incidents.

Person or Persons Responsible

Administration and School Counselor

Target Dates or Schedule

As needed

Evidence of Completion

SCAMs

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

Review of student behavior referrals.

Person or Persons Responsible

School Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

District Student Behavior Referrals Reports

Plan to Monitor Effectiveness of G6.B2.S1

Review of the amount of individual student behavior referrals.

Person or Persons Responsible

School Counselor/Administration

Target Dates or Schedule

Monthly or as needed.

Evidence of Completion

School-based student referrals reports.

G6.B3 The barrier for 21% of students who are not proficient in reading by grade 3 is students overall lack of comprehension skills and an inability to think analytically.

G6.B3.S1 Provide incentives for students who set and reach an individualized Accelerated Reader (AR) goal in order to motivate students to build fluency.

Action Step 1

Monitor students progress towards AR goals in order to receive incentives such as "Colored Shark Tags."

Person or Persons Responsible

Classroom Teachers/Media Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

Accelerated Assessments Reports

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

Review Accelerated Reader reports to ensure progress is being made and adjust instruction as necessary.

Person or Persons Responsible

Classroom Teachers/Media Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

Accelerated Reader reports, number of students receiving tags.

Plan to Monitor Effectiveness of G6.B3.S1

Review Accelerated Reader reports to ensure progress is being made and adjust instruction as necessary.

Person or Persons Responsible

Classroom Teachers/Media Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

Accelerated Reader reports, Student AR logs, number of students receiving tags.

G7. The 2012 - 2013 data shows that 50% of parents participated in school events offered during evening hours. Our goal is to increase that percentage to 53% for the 2013 - 2014 school year.

G7.B1 The barrier for 50% of parents participating in school events is due to the working parents' inability to attend school events during the day.

G7.B1.S1 Provide parents ample notification of school events through a monthly school calendar and increase the number of school events during the evening to accommodate working parents.

Action Step 1

Monthly school calendar

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly school events calendars

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

Connect-ED messages will be sent to parents informing them of upcoming events offered during the evening hours.

Person or Persons Responsible

Administration and School Counselor

Target Dates or Schedule

Monthly or as needed.

Evidence of Completion

Connect-ED call logs

Plan to Monitor Effectiveness of G7.B1.S1

Review of the number of participating parent attendees at school events.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly or as needed.

Evidence of Completion

Attendance sign-in sheets

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2012 - 2013 FCAT 2.0 Reading Test indicate that 80% of our students scored at achievement Level 3 or above. Our goal is to increase that percentage to 88% on the 2013 - 2014 FCAT 2.0.

G1.B1 The results of the 2012 - 2013 FCAT 2.0 Reading Test indicate that students in the Black, Hispanic, White, English Language Learners and Economically Disadvantaged subgroups did not meet their annual measurable objectives. 76% of students in the Black subgroup, 80% of students in the Hispanic subgroup, 85% of students in the White subgroup, 67% of students in the English Language Learners subgroup and 78% of students in the Economically Disadvantaged subgroup scored at achievement level 3 or above.

G1.B1.S1 Students will be engaged in activities that reinforce skills to comprehend literature and informational text at the high end of the 2-3 text complexity bands.

PD Opportunity 1

Use information from the first administration of FAIR, STAR assessment, and baseline assessment to identify deficiencies. During differentiated instruction, students will receive instruction in a teacher led center to address identified deficiencies.

Facilitator

Ms. LaVonna Roth

Participants

Reading/Language Arts Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Data binder with ongoing assessment reports: STAR, FAIR, and Benchmark Assessment Thinkgate reports.

G2. The results of the 2012 - 2013 FCAT 2.0 Writing Test indicate that 80% of our fourth grade students scored at Achievement Level 3.5 or above. Our goal is to increase that percentage to 82% on the 2013 - 2014 FCAT Writing Test.

G2.B1 The results of the 2012 - 2013 FCAT Writes 2.0 indicate that 80% of our students scored at Achievement Level 3.5 or above.

G2.B1.S1 Teachers will use revising/editing charts, teacher conferencing and collaborative discussions for evaluating a draft.

PD Opportunity 1

Teachers will incorporate interactive writing journals in the Reading/Language Arts instruction.

Facilitator

Reading and Writing Facilitators

Participants

Teachers/Administration/Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Data reports collected by RLA teachers.

G3. The results of the 2012 - 2013 FCAT 2.0 Mathematics Test indicate that 83% of our students scored at Achievement Level 3 or above. Our goal is to increase that percentage to 90% on the 2013 - 2014 FCAT 2.0.

G3.B1 The results of the 2012 - 2013 FCAT 2.0 Mathematics Test indicate that students in the Black, Hispanic, English Language Learners and Economically Disadvantaged subgroups did not meet their annual measurable objectives. 67% of students in the Black subgroup, 82% of students in the Hispanic subgroup, 71% of students in the English Language Learners subgroup and 77% of students in the Economically Disadvantaged subgroup scored at achievement level 3 or above.

G3.B1.S1 Instructional strategies will include: opportunities for students to compare and order fractions, mixed numbers, and decimals in the same or different forms, generate equivalent fractions or simplify fractions to lowest terms and relate halves, fourths, tenths, and hundredths to percents, and vice versa.

PD Opportunity 1

Provide opportunities for mathematical exploration and the development of student understanding of fractions.

Facilitator

Mathematics Facilitator and LaVonna Roth

Participants

Teachers/Administration/Leadership Team

Target Dates or Schedule

Daily or as needed.

Evidence of Completion

Data reports through Thinkgate

G4. The results of the 2012 - 2013 FCAT 2.0 Science Test indicate that 69% of our fifth grade students scored at Achievement Level 3 or above. Our goal is to increase that percentage to 72% on the 2013 - 2014 FCAT 2.0 Science Test.

G4.B1 The barrier for 23% of 5th grade students scoring at Achievement Level 3 on the 2013 FCAT Science Test was the limited proficiency to understand the components of an experiment and analyze and interpret data.

G4.B1.S1 Teachers will provide a variety of cross-curricular hands-on inquiry-based learning opportunities for students to analyze and draw appropriate conclusions to real-world applications. The effectiveness of the strategies will be monitored through lab-related student reflections in their science journals.

PD Opportunity 1

Implement a routine of inquiry-based, hands-on activities relevant to the objectives of the topic.

Facilitator

Science Facilitator and Ms. LaVonna Roth

Participants

Administration, Leadership Team and Science teachers

Target Dates or Schedule

Daily or as needed.

Evidence of Completion

Data reports through Edusoft

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2012 - 2013 FCAT 2.0 Reading Test indicate that 80% of our students scored at achievement Level 3 or above. Our goal is to increase that percentage to 88% on the 2013 - 2014 FCAT 2.0.	\$1,232
G2.	The results of the 2012 - 2013 FCAT 2.0 Writing Test indicate that 80% of our fourth grade students scored at Achievement Level 3.5 or above. Our goal is to increase that percentage to 82% on the 2013 - 2014 FCAT Writing Test.	\$5,000
G3.	The results of the 2012 - 2013 FCAT 2.0 Mathematics Test indicate that 83% of our students scored at Achievement Level 3 or above. Our goal is to increase that percentage to 90% on the 2013 - 2014 FCAT 2.0.	\$6,034
G4.	The results of the 2012 - 2013 FCAT 2.0 Science Test indicate that 69% of our fifth grade students scored at Achievement Level 3 or above. Our goal is to increase that percentage to 72% on the 2013 - 2014 FCAT 2.0 Science Test.	\$1,234
G6.	Calusa Elementary School will use the Early Warning System (EWS) to identify at-risk students in order to implement interventions and supports in a timely manner.	\$4,300
Total		\$17,800

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Personnel	Other	Total
PTA Funds	\$3,700	\$0	\$4,300	\$8,000
Title III Grant	\$0	\$5,000	\$0	\$5,000
Before and After School Care Program	\$0	\$4,800	\$0	\$4,800
Total	\$3,700	\$9,800	\$4,300	\$17,800

Budget Details

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

G1. The results of the 2012 - 2013 FCAT 2.0 Reading Test indicate that 80% of our students scored at achievement Level 3 or above. Our goal is to increase that percentage to 88% on the 2013 - 2014 FCAT 2.0.

G1.B1 The results of the 2012 - 2013 FCAT 2.0 Reading Test indicate that students in the Black, Hispanic, White, English Language Learners and Economically Disadvantaged subgroups did not meet their annual measurable objectives. 76% of students in the Black subgroup, 80% of students in the Hispanic subgroup, 85% of students in the White subgroup, 67% of students in the English Language Learners subgroup and 78% of students in the Economically Disadvantaged subgroup scored at achievement level 3 or above.

G1.B1.S1 Students will be engaged in activities that reinforce skills to comprehend literature and informational text at the high end of the 2-3 text complexity bands.

Action Step 1

Use information from the first administration of FAIR, STAR assessment, and baseline assessment to identify deficiencies. During differentiated instruction, students will receive instruction in a teacher led center to address identified deficiencies.

Resource Type

Professional Development

Resource

Professional Development Facilitator LaVonna Roth

Funding Source

PTA Funds

Amount Needed

\$1,232

G2. The results of the 2012 - 2013 FCAT 2.0 Writing Test indicate that 80% of our fourth grade students scored at Achievement Level 3.5 or above. Our goal is to increase that percentage to 82% on the 2013 - 2014 FCAT Writing Test.

G2.B1 The results of the 2012 - 2013 FCAT Writes 2.0 indicate that 80% of our students scored at Achievement Level 3.5 or above.

G2.B1.S1 Teachers will use revising/editing charts, teacher conferencing and collaborative discussions for evaluating a draft.

Action Step 1

Teachers will incorporate interactive writing journals in the Reading/Language Arts instruction.

Resource Type

Personnel

Resource

Title III ELL Tutoring Program

Funding Source

Title III Grant

Amount Needed

\$5,000

G3. The results of the 2012 - 2013 FCAT 2.0 Mathematics Test indicate that 83% of our students scored at Achievement Level 3 or above. Our goal is to increase that percentage to 90% on the 2013 - 2014 FCAT 2.0.

G3.B1 The results of the 2012 - 2013 FCAT 2.0 Mathematics Test indicate that students in the Black, Hispanic, English Language Learners and Economically Disadvantaged subgroups did not meet their annual measurable objectives. 67% of students in the Black subgroup, 82% of students in the Hispanic subgroup, 71% of students in the English Language Learners subgroup and 77% of students in the Economically Disadvantaged subgroup scored at achievement level 3 or above.

G3.B1.S1 Instructional strategies will include: opportunities for students to compare and order fractions, mixed numbers, and decimals in the same or different forms, generate equivalent fractions or simplify fractions to lowest terms and relate halves, fourths, tenths, and hundredths to percents, and vice versa.

Action Step 1

Provide opportunities for mathematical exploration and the development of student understanding of fractions.

Resource Type

Professional Development

Resource

Reading, Mathematics, Science, STEM and Writing professional development workshop.

Funding Source

PTA Funds

Amount Needed

\$1,234

G3.B5 The results of the 2012 - 2013 FCAT 2.0 Mathematics Test indicate that 64% of the students in the lowest 25% made learning gains in mathematics. Data indicated that the area of greatest weakness was minimal proficiency in comparing and ordering fractions and problem solving.

G3.B5.S1 Provide support to students who fall in the lowest 25% through an after-school tutoring program targeting student deficiencies.

Action Step 1

Implement an afterschool tutoring program to service students in the lowest 25% twice a week for one hour.

Resource Type

Personnel

Resource

Interventionist to implement supplemental instruction to identified students.

Funding Source

Before and After School Care Program

Amount Needed

\$4,800

G4. The results of the 2012 - 2013 FCAT 2.0 Science Test indicate that 69% of our fifth grade students scored at Achievement Level 3 or above. Our goal is to increase that percentage to 72% on the 2013 - 2014 FCAT 2.0 Science Test.

G4.B1 The barrier for 23% of 5th grade students scoring at Achievement Level 3 on the 2013 FCAT Science Test was the limited proficiency to understand the components of an experiment and analyze and interpret data.

G4.B1.S1 Teachers will provide a variety of cross-curricular hands-on inquiry-based learning opportunities for students to analyze and draw appropriate conclusions to real-world applications. The effectiveness of the strategies will be monitored through lab-related student reflections in their science journals.

Action Step 1

Implement a routine of inquiry-based, hands-on activities relevant to the objectives of the topic.

Resource Type

Professional Development

Resource

Professional Development Facilitator LaVonna Roth

Funding Source

PTA Funds

Amount Needed

\$1,234

G6. Calusa Elementary School will use the Early Warning System (EWS) to identify at-risk students in order to implement interventions and supports in a timely manner.

G6.B3 The barrier for 21% of students who are not proficient in reading by grade 3 is students overall lack of comprehension skills and an inability to think analytically.

G6.B3.S1 Provide incentives for students who set and reach an individualized Accelerated Reader (AR) goal in order to motivate students to build fluency.

Action Step 1

Monitor students progress towards AR goals in order to receive incentives such as "Colored Shark Tags."

Resource Type

Other

Resource

Accelerated Reader Program and incentives

Funding Source

PTA Funds

Amount Needed

\$4,300