2013-2014 SCHOOL IMPROVEMENT PLAN

Coral Reef Elementary School

7955 SW 152ND ST
Palmetto Bay, FL 33157
305-235-1464
http://coralreefe.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	36%

Alternative/ESE Center	Charter School	Minority Rate
No	No	65%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Coral Reef Elementary School

Principal

Christina Guerra L

School Advisory Council chair

Martha Vera-Llano

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

Name	Title
Christina Guerra	Principal
Rachel Pierre-Louis	Assistant Principal
Joanne Bienes	Bilingual Chair, Reading Liaison
Jacqueline Martinez-Perez	SPED Teacher/SPED Chair
Claudia Pastrana	5th Grade teacher/Science Liaison
Anita Barbato	5th Grade teacher/Math Liaison
Deborah Castel	SPED Teacher/P.D. Liaison
Susan Sirota	Counselor/Student Services Chair
Kim Valdes	4th Grade Teacher/Technology Chair

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The Coral Reef Elementary EESAC is composed of the following: principal -1, UTD steward – 1, teachers – 5, parents – 6, educational support-1, student – 1, BCR – 3.

Involvement of the SAC in the development of the SIP

The EESAC assists in the preparation, implementation, and evaluation of the School Improvement Plan (SIP). It brings together all stakeholders and involves them in an authentic role in decisions which affect instruction and the delivery of programs. Some of these decisions are recommendations for staff

development opportunities, the purchase of additional instructional materials to support student achievement, and the purchase of additional technology programs and hardware.
In addition to addressing issues relative to core academic areas (Reading, Mathematics, Writing, and Science) on the SIP, the EESAC is also involved in the areas of parental involvement, suspensions, and attendance, along with budget, staffing, and student support services.
The EESAC gives the final approval of the School Improvement Plan, the Mid-Year Review, and the End-of-Year Review. In addition, the EESAC receives regular reports on the implementation of the School Improvement Plan, including the progress related to implementation of the strategies and the results of benchmark and district/state assessments.

Activities of the SAC for the upcoming school year

During the upcoming school year, the EESAC will continue to do the following:
• Schedule and conduct meetings on a regular basis;
• Review all applicable student performance data;
• Determine the students' needs and prioritize them;
• Recommend strategies to improve areas of need;
• Decide how to measure results;
• Assist in the preparation and evaluation of the School Improvement Plan;
• Meet all District and State timelines; and
• Document data analysis and SIP reviews in the EESAC
minutes.

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

The EESAC is fundamental in facilitating the development, approval, implementation and monitoring of the SIP. We estimate EESAC funds to approximate $4,205.00 based on our student enrollment of 841 students. The funds will be utilized for:
• School wide student recognition programs $1,200.00
• Robotics Club $900.00
• Odyssey of The Mind $963.00
• Science Fair $729.00
• FCAT supplemental materials $ 413.00

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

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:

Christina Guerra L		
Principal	Years as Administrator: 16	Years at Current School: 2

Credentials	Certifications/Endorsements: • Master of Science degree in Educational Leadership • Bachelor of Science degree in Management Information Systems • Certifications: Computer Science Grades K-12 Mathematics grades 5-9 Educational Leadership (all levels)
Performance Record	2013 – School Grade – A Rdg. Levels 3-5, 82% Math Levels 3-5, 81% Rdg. Lrg. Gains, 72 points Math Lrg. Gains, 80 points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% -72 points AMO Rdg. – Yes AMO Math – Yes 2012– School Grade – A Rdg. Levels 3-5, 77% Math Levels 3-5, 78% Rdg. Lrg. Gains, 77 points Math Lrg. Gains, 81 points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25% - 66 points 2011– School Grade – C Rdg. Levels 3-5, 53% Math Levels 3-5, 66% Rdg. Lrg. Gains, 52 points Math Lrg. Gains, 60 points Rdg. Imp. of Lowest 25% - 47 points Math Imp. of Lowest 25% - 76 points 2010– School Grade – C Rdg. Levels 3-5, 52% Math Levels 3-5, 63% Rdg. Lrg. Gains, 58 points Math Lrg. Gains, 51 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 61 points 2009– School Grade – C Rdg. Levels 3-5, 54% Math Levels 3-5, 62% Rdg. Lrg. Gains, 59 points

Math Lrg. Gains, 67 points
Rdg. Imp. of Lowest 25%
- 66 points
Math Imp. of Lowest 25% - 80 points

Rachel Pierre-Louis		
Asst Principal	Years as Administrator: 11	Years at Current School: 6

Credentials	Certifications/Endorsements: • Master of Science Degree in Educational Leadership • Teaching Certification in Elementary Education Grades 1-6 • Bachelor in Arts Degree in International Business & Marketing
Performance Record	2013 – School Grade – A Rdg. Levels 3-5, 82% Math Levels 3-5, 81% Rdg. Lrg. Gains, 72 points Math Lrg. Gains, 80 points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% -72 points Rdg. Progress – Yes Math Progress – Yes 2012– School Grade – A Rdg. Levels 3-5, 77% Math Levels 3-5, 78% Rdg. Lrg. Gains, 77 points Math Lrg. Gains, 81 points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25% - 66 points 2011– School Grade – A Rdg. Levels 3-5, 91% Math Levels 3-5, 90 % Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 58 points Math Imp. of Lowest 25% - 56 points 2010– School Grade – A Rdg. Levels 3-5, 89% Math Levels 3-5, 83 % Rdg. Lrg. Gains, 77 points Math Lrg. Gains, 58 points Rdg. Imp. of Lowest 25% - 61 points Math Imp. of Lowest 25% - 63 points 2009– School Grade – A Rdg. Proficiency, 90% Math Proficiency, 85 % Rdg. Lrg. Gains, 74 points Math Lrg. Gains, 74 points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 57 points

Classroom Teachers

# of classroom teachers
58

 # receiving effective rating or higher
58, 100%

 # Highly Qualified Teachers
78%

 # certified in-field
56, 97%

 # ESOL endorsed
38, 66%

 # reading endorsed
7, 12%

 # with advanced degrees
35, 60%

 # National Board Certified
2, 3%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
2, 3%

 # with 6-14 years of experience
29, 50%

 # with 15 or more years of experience
26, 45%

Education Paraprofessionals

# of paraprofessionals
4

 # Highly Qualified
4, 100%

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

Every effort is made to retain every highly qualified teacher by ensuring they are provided with all necessary tools/resources needed to feel successful with our students. Administration, Support Staff, and Leadership Team will provide support to new, inexperienced teachers on a regular basis. Principal and Assistant Principal will provide opportunities for data review and administrative feedback following classrooms observations with all teachers.

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**

There is one new teacher at Coral Reef Elementary School. She is paired with an experienced teacher who will mentor her throughout the school year.
Mrs. Basulto is an experienced First Gifted Grade Teacher. Mrs. Basulto will provide mentoring, support, collaboration opportunities, and guided reflection activities to Mrs. Roman who is also teaching First Grade Gifted.

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

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

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

The MTSS Leadership Team uses a Tiered approach to the Problem Solving process, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
Tier 1
The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. The MTSS Team will monitor student progress by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency. (What progress will show a positive response?)
4. Responding when grades, subject areas, classes, or individual students have not shown a positive response (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored utilizing the MTSS Tier 1 worksheets three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once

per month) that can reliably track progress of students across Tiers.

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

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

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

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

The school-based leadership team will collaborate closely to ensure the successful implementation of the MTSS/RtI and the SIP for each Tier of Instruction:

Tier 1

• Christina Guerra, Principal, will ensure follow up of action steps and allocate resources.

• Rachel Pierre-Louis, Assistant Principal, will monitor students' progress and supervise the RtI process.

• Joanne Bienes, Bilingual Chair/Reading Instructional Liaison, will assist in gathering data and monitoring.

intervention program. She will keep teachers abreast of information to maintain a successful Reading program.

• Anita Barbato, 5th Grade Teacher/Math Instructional Liaison, will monitor and provide information to all teachers

in order to implement a successful Math Program.

• Claudia Pastrana, Math & Science Teacher/Science Instructional Liaison, will monitor and provide information to

all teachers in order to implement a successful Science Program.

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts:

• Rachel Pierre-Louis, Assistant Principal, will meet with teachers to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

• Joanne Hesse, School Psychologist, will meet with Assistant Principal regularly to devise strategies for students who are not responding to intervention.

Other teachers and staff will be involved when needed to provide information or revise efforts based on specific problems or concerns as warranted, such as:

• Jacqueline Martinez-Perez, SPED Chair/Teacher will act as the Behavior Specialist when appropriate.

• Susan Sirota, School counselor, will meet with students to address emotional needs.

• Joanne Hesser, School psychologist, will review intervention data and move students to Tier 3 as needed.

Tier 3 SST

The following members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

• Rachel Pierre-Louis, Assistant Principal, coordinates SSTs for students moving to Tier 3.

• Jacqueline Martinez-Perez, SPED Chair/Teacher, will provide strategies and coordinate the transition of students in need of Tier 3 Intervention.

• Joanne Hesser, School psychologist, examines data and conducts observations for students who continue

to struggle after receiving targeted intervention.

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

The Tier 1 and Tier 2 worksheets document aim lines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency.

The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.

• The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.

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

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

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

Data will be used to guide instructional decisions and system procedures for all students to adjust the delivery of curriculum and instruction to meet the specific needs of students. Data will also assist in adjusting the delivery of behavior management systems, revising the allocation of school-based resources, driving decisions regarding targeted professional development, and creating student growth trajectories in order to identify and develop interventions. Managed data will include:

• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic
Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• Easy CBM
• Oral Reading Fluency Measures
• Wonders Phonemic Awareness and Phonics measures
• Success Maker Utilization and Progress Reports
• Interim assessments
• State/Local Math 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 day per month
• Team climate surveys
• Attendance
• Functional Assessment
• Frequency Monitoring

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

The school will participate in the MTSS district professional development which consists of;
1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and
2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training to providing a network of ongoing support for RtI.
In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS implementation in the school.
The school will utilize Back to School Night to present MTSS to parents and hand out parent MTSS brochures (available at http://rti.dadeschools.net).
A description of MTSS and MTSS parent resources will be available on the school's web site.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 4,300

Teachers at Coral Reef Elementary increase the amount and quality of learning time by providing intervention to low performing ELL after school. Identified students work in small groups with certified teachers 3 days a week for 60 minutes per day, to improve both Reading and Math skills.
Students who demonstrate capacity for accelerated enrichment programs are enrolled in after school programs such as SECME, Robotics, Legos, Math & Science Clubs and Book Clubs once a week for an hour.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

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

The effectiveness of our intervention and enrichment programs are evaluated by improvements in weekly benchmark tests and via the District provided Baseline and Quarterly Interim Assessments. The Literacy Team meets monthly to analyze the data, discuss students' academic progress and adjust strategies when necessary.

Who is responsible for monitoring implementation of this strategy?

The MTSS Team will monitor, evaluate and adjust this strategy as needed throughout the school year to ensure increased student performance.

Literacy Leadership Team (LLT)

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

Name	Title
Christina Guerra	Principal
Rachel Pierre-Louis	Assistant Principal
Joanne Bienes	Bilingual Chairperson & Reading Liaison
Carolina Blanco	SPED Teacher & Reading Liaison
Claudia Pastrana	C5th Grade Teacher & Science Liaison
Anita Barbato	5th Grade Teacher & Mathematics Liaison
Deborah Castel	SPED Teacher & Professional Development Liaison
Jacqueline Perez	SPED Chairperson
KimValdes	Technology Chairperson
Susan Sirota	Student Services Chairperson

How the school-based LLT functions

In order to create a collaborative environment that fosters sharing and learning, develop a school wide organizational model that supports literacy instruction in all classes, and encourage the use of data to improve teaching and student achievement, the Coral Reef Elementary Literacy Leadership Team will meet monthly to:
• Review/discuss pertinent data to make teaching decisions regarding the utilization of resources based on data
analysis that indicates the needs of students
• Provide time for collegial discussion and dialogue about improving instruction
• Interpret the needs of teachers through data analysis
• Stay current on educational trends and developments
• Plan to model quality instructional practices at meetings
• Provide opportunities for staff to attend and actively participate in professional development and other learning
opportunities
• The team will consider student assessment data, classroom observational data, and the professional development listed on the School Improvement Plan when planning professional development for the school

Major initiatives of the LLT

This 2013-2014 school year, the LLT will focus on:
• Creating a school-wide focus on literacy and reading achievement by establishing model classrooms, conferencing with Literacy Team, teachers and administrators; and providing professional development based on need.
• Implement Science, Technology, Engineering and Mathematics (STEM) related activities to promotestudent
exploration of new ideas and new worlds.
• Providing opportunities for members of the Literacy Team to share their expertise in reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions.
• Ensuring the Reading and Mathematics Liaisons collaborate with the LLT to guarantee fidelity of implementation

of the K-12 CRRP.
• Encouraging teachers to engage in higher order thinking and discussion using a variety of formats and texts
and incorporating technology such as Interactive Boards and iPads.

Every Teacher Contributes to Reading Instruction

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

The Reading Leadership Team will focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.
This will result in cultivating our vision for increased school-wide literacy across all content areas by implementing balanced literacy for students to read and write across the curriculum with increased rigor to meet the challenges of the Common Core.

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

In order to ensure that all incoming kindergarten students are ready for academic success in school, it is imperative that students and families have the support they need to transition into the routine and expectations of attending Florida schools. Our Kindergarten Teachers visit our surrounding preschools in March to introduce themselves and promote the diverse programs we have at Coral Reef Elementary School. Also, our school counselor holds a school tour every month throughout the school year for potential student,s to showcase our site, and answer questions/concerns from parents.
Furthermore, The PTA extends an invitation to our neighborhood preschools to attend school activities throughout the year such as Hoe Down, Fun Fair, Book Fairs, Reading Night at The Reef etc. Parents and preschool children are also invited to attend an orientation in the spring to familiarize themselves with the school and teachers/administrators to facilitate the transition from preschool into Kindergarten. Select Kindergarten students are invited to meet new students and share positive experiences with them as they complete arts/crafts activities together while parents gather information for registration.

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	80%	82%	Yes	82%
American Indian				
Asian	85%	90%	Yes	87%
Black/African American	55%	62%	Yes	60%
Hispanic	80%	80%	Yes	82%
White	90%	93%	Yes	91%
English language learners	58%	64%	Yes	62%
Students with disabilities	53%	51%	Yes	57%
Economically disadvantaged	64%	63%	Yes	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	104	25%	26%
Students scoring at or above Achievement Level 4	240	57%	58%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		25%
Students scoring at or above Level 7	11	69%	69%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		72%	75%
Students in lowest 25% making learning gains (FCAT 2.0)		70%	73%

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)	43	60%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	28	39%	45%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	24	33%	40%

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	108	71%	74%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	81%	Yes	81%
American Indian				
Asian	93%	95%	Yes	93%
Black/African American	57%	55%	Yes	61%
Hispanic	78%	82%	Yes	81%
White	88%	88%	Yes	90%
English language learners	59%	69%	Yes	63%
Students with disabilities	54%	49%	Yes	59%
Economically disadvantaged	62%	63%	Yes	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	22%	23%
Students scoring at or above Achievement Level 4	245	58%	59%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		57%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		38%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		80%	82%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		72%	75%

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	28	20%	22%
Students scoring at or above Achievement Level 4	71	50%	51%

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			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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)	10		15
Participation in STEM-related experiences provided for students	250	30%	40%

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	19	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	11	1%	1%
Students who are not proficient in reading by third grade	20	15%	14%
Students who receive two or more behavior referrals	41	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	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

A review of the 2012-2013 Annual Activities Calendar indicates that there were 20 parent engagement opportunities offered in the school year, our goal is to increase this number. Parent engagement opportunities will include more events to learn about how technology can be used to enhance learning with their children and how to implement internet safety. The school counselor will implement an internet safety curriculum.

A review of the 2012-2013 Parent Volunteer Logs indicates that there were 650 parents in attendance at parent engagement opportunities. As such, 70 % of our parents were in attendance at parent engagement opportunities. Our goal is to increase this to 75%. Our challenge has been the lack of participation in school wide activities by parents of students living out-of area (School of Choice Transfer). Our strategy is to encourage parents from the community to mentor parents of students living outside school boundaries to increase participation in school events. Use Connect Ed and classroom incentives to inform stakeholders of upcoming events. Administration will review Teachers/PTA board sign-in sheets to determine number of parents attending school events.

A review of the 2012-2013 Parent Volunteer Logs indicates that 50% of parents whose students are in the lowest performing quartile or subgroups not meeting AMOs have participated in one or more parent engagement opportunities. Our goal is to increase this percentage to 55%. Workshop opportunities will be offered to parents whose students are in the lowest performing quartile or subgroups not meeting AMOs in order to teach them they can help their children perform better academically.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents attending engagement opportunities	650	70%	75%

Goals Summary

G1. The results of the 2013 State Assessments indicate that 82 % of students achieved proficiency on the Reading FCAT 2.0 and 94% of students scored at level 4-9 on the FAA . Our goal for the 2013-2014 school year is to maintain this level of proficiency.

G2. The results of the 2013 FCAT 2.0 Writing Assessment indicate that 71% of students achieved proficiency (level 3.5). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 74%.

G3. The results of the 2013 State Assessments indicate that 81% of students achieved at/above proficiency on the FCAT 2.0 Math and 94% on the FAA. Our goal for the 2013-2014 school year is to increase to 82 percentage points for the FCAT 2.0 and 95% for FAA.

G4. The results of the 2013 FCAT 2.0 Science Assessment indicate that 70% of students achieved proficiency or above level 3-5. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 73 percentage points.

G5. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM.

G6. Instituting early warning systems to identify students at risk of dropping out or struggling with low achievement, and providing strategies to improve attendance, behavior and course performance to ensure they get back on track.

G7. 50% of parents whose students are in the lowest performing quartile or subgroups not meeting AMOs have participated in one or more parent engagement opportunities. Our goal is to increase this percentage to 55%.

Goals Detail

G1. The results of the 2013 State Assessments indicate that 82 % of students achieved proficiency on the Reading FCAT 2.0 and 94% of students scored at level 4-9 on the FAA . Our goal for the 2013-2014 school year is to maintain this level of proficiency.

Targets Supported

- Reading (FCAT2.0, FAA, Learning Gains, CELLA)

Resources Available to Support the Goal

- • SuccessMaker • FCAT Explorer • Accelerated Reader • Reading Plus • iPads • McGraw-Hill reading series • Wonders Intervention program • Stars/Cars series • Wordly Wise • Novels • i-Ready • Unique Learning System

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Reading Assessment indicate that 25 % of students performed at proficiency (level 3). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 26 percentage points. Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 1- [LA.3-5.1.6.9] Multiple Meanings in Context, Vocabulary [NGSSS]. Students experienced difficulty in determining the meaning of words and phrases as used in a text and in distinguishing literal from non-literal language [Domain 2, CCSS.ELA-Literacy.RL.3.4].

- The results of the 2013 FCAT 2.0 Reading Assessment indicate that 57 % of students performed at or above proficiency (level 4). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 1 percentage point. Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 3 [LA.3-5.2.2.1]; explain and identify the purpose of text features. Students experienced difficulty in comparing and contrasting stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. [Domain #3- CCSS.ELA -Literacy.RL.5.9].

- The results of the 2013 Reading FAA indicate that 25 % of students scored at Levels 4, 5, and 6. Our goal for the 2013-2014 school year is to maintain the percentage of students scoring at Levels 4, 5, and 6 at 25 % percentage points. Students' performance data from the 2013 Florida Alternate Assessment indicates that students require additional support in demonstrating knowledge of the alphabetic principles and applying grade level phonics skills in reading text.

- The results of the 2013 Reading FAA indicate that 69% of students scored at Levels 7-9. Our goal for the 2013-2014 school year is to maintain the percentage of students scoring at Levels 7-9 at 69 percentage points. Students' performance data from the 2013 Florida Alternate Assessment: indicates that students require additional opportunities and support when learning reading concepts.

- The results of the 2013 FCAT 2.0 Reading Assessment and FAA indicate that 72% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 3 percentage points to 75%. Students' performance data from the 2013 FCAT indicates that Students who did not demonstrate sufficient Learning Gains struggled with a deficiency in Reporting Category 1- [LA.3-5.1.6.9] Multiple Meanings in Context, Vocabulary [NGSSS]. Students experienced difficulty in determining the meaning of words and phrases as used in a text and in distinguishing literal from non-literal language [Domain 2, CCSS.ELA-Literacy.RL.3.4].

- The results of the 2013 FCAT 2.0 Reading Assessment indicate that 70% of students in the lowest 25% have made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students in the lowest 25% making learning gains to 73%. Students' performance data from the 2013 FCAT indicates that Students in the lowest 25 % who did not demonstrate sufficient Learning Gains struggled with Reporting Category 3 [LA.3-5.2.2.1]; explain and identify

the purpose of text features. Students experienced difficulty in comparing and contrasting stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. [Domain #3- CCSS.ELA-Literacy.RL.5.9].

- The results of the 2013 Listening/Speaking portion of the CELLA Assessment indicate that 60 % of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 64 percentage points.

- The results of the 2013 Reading portion of the CELLA Assessment indicate that 39% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 45 percentage points.

- The results of the 2013 Writing portion of the CELLA Assessment indicate that 33% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 40 percentage points.

Plan to Monitor Progress Toward the Goal

SuccessMaker report, District Interim Assessment

Person or Persons Responsible
LLT Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Summative Assessment: 2014 Reading FCAT 2.0

G2. The results of the 2013 FCAT 2.0 Writing Assessment indicate that 71% of students achieved proficiency (level 3.5). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 74%.

Targets Supported

Resources Available to Support the Goal
- • Wordly Wise • Anchor Papers • Rubrics • Graphic organizers • Edit Checklists

Targeted Barriers to Achieving the Goal
- Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

Plan to Monitor Progress Toward the Goal

Writing prompts, District Interim Assessment

Person or Persons Responsible
LLT team

Target Dates or Schedule:
Monthly

Evidence of Completion:
2014 Writing FCAT 2.0

G3. The results of the 2013 State Assessments indicate that 81% of students achieved at/above proficiency on the FCAT 2.0 Math and 94% on the FAA. Our goal for the 2013-2014 school year is to increase to 82 percentage points for the FCAT 2.0 and 95% for FAA.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- • Go Math! books and materials • Go Math! Online • FCAT Explorer • Florida Focus • Florida Achieves • Smart Board • iPads • SuccessMaker • Gizmos • Unique Learning Systems • i-ready • Study Jams

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 22 % of students achieved proficiency (level 3). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 1percentage point to 23%. According to the results of the 2013 FACT 2.0, students in Grades 3 and 4 experienced difficulty in Reporting Category 2, Geometry and Measurement. Students in Grade 5 seem to have experienced difficulty in Reporting Category 3, Expressions, Equations, and Statistics.

- The results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 58% of students performed at or above proficiency (level 4). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 59%. According to the results of the 2013 FACT 2.0, students in Grades 3 and 4 experienced difficulty in Reporting Category 2, Geometry and Measurement. Students in Grade 5 seem to have experienced difficulty in Reporting Category 3, Expressions, Equations, and Statistics.

- The results of the 2013 Mathematics FAA indicate that 56% of students scored at Levels 4, 5, and 6. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Levels 4, 5, and 6 to 57%.

- The results of the 2013 Reading FAA indicate that 69% of students scored at Levels 7-9. Our goal for the 2013-2014 school year is to maintain the percentage of students scoring at Levels 7-9 at 69 percentage points.

- The results of the 2013 FCAT 2.0 Mathematics Assessment and FAA indicate that 80% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains to 82 percentage points. Students' performance data indicates that students in grades 4 who did not demonstrate sufficient Learning Gains struggled with a deficiency in Number: Operations and Problems, while students in grade 5 struggled with a deficiency in Expressions, Equations, and Statistics.

- The results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 72 % of students in the lowest 25% have made learning gains. Our goal for the 2013-2014 school year is to increase this percentage to 75%. Students' performance data indicates that students in the lowest 25% who did not demonstrate sufficient Learning Gains in grade 4 struggled with a deficiency in Number: Operations and Problems, while students in grade 5 struggled with a deficiency in Expressions, Equations, and Statistics.

Plan to Monitor Progress Toward the Goal

Go Math Online, Florida Focus, FCAT Explorer reports, District Interim Assessment

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
2014 Math FCAT 2.0

G4. The results of the 2013 FCAT 2.0 Science Assessment indicate that 70% of students achieved proficiency or above level 3-5. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 73 percentage points.

Targets Supported
- Science

- Science - Elementary School

Resources Available to Support the Goal
- • Manipulatives for hands-on activities • Smart Boards • iPads • Gizmos • Discovery • Florida Focus • FCAT Explorer • Science Fair materials • Houghton Mifflin Science books • Fair Game Principles in Grades 3-5

Targeted Barriers to Achieving the Goal
- The results of the 2013 FCAT 2.0 Science Assessment indicate that 20 % of students achieved proficiency (level 3). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 22%.

- The results of the 2013 FCAT 2.0 Science Assessment indicate that 50% of students performed at or above proficiency (level 4). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 51 percentage points.

Plan to Monitor Progress Toward the Goal

Florida Focus report, District Interim Assessment

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Summative Assessment: 2014 Science FCAT 2.0

G5. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM.

Targets Supported

- STEM

- STEM - All Levels

Resources Available to Support the Goal

- Robotics Materials (Legos, Computer/Laptop, Programing software) Singapore Math Hands-on materials for experiments Smart Board iPads Engineering is Elementary program (Museum of Science, Boston)

Targeted Barriers to Achieving the Goal

- Increase the percentage of students participating in Project Based Learning in STEM in order encourage exploration of new ideas and new worlds related to science, technology, engineering, and mathematics.

- Increase the number of science, technology, engineering, and mathematics related experiences to advance STEM literacy while engaging students in the problem solving process.

Plan to Monitor Progress Toward the Goal

District Interim Assessment data.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
2014 Science FCAT 2.0

G6. Instituting early warning systems to identify students at risk of dropping out or struggling with low achievement, and providing strategies to improve attendance, behavior and course performance to ensure they get back on track.

Targets Supported

Resources Available to Support the Goal

- This was due mostly to illnesses (i.e. stomach flu, lice). Identify and refer students who appear to be developing a pattern of non-attendance to the counselor for intervention services, and maintain a clean environment throughout the school and teach healthy choices/prevention strategies to students.

Targeted Barriers to Achieving the Goal

- An analysis of student attendance reveals that 2% of students missed 10 percent or more of available instructional time during the 2012-2013 school year. Our goal for the 2013-2014 school year is to decrease this percentage to 1 percentage point.

- An analysis of the school's reading achievement indicates that 15% of students are not proficient in reading by third grade. Our goal for the 2013-2014 school year is to decrease this percentage to 14%.

- Our Student Case Management System (SCMS) indicates that 5% of students received 2 or more behavior referrals throughout the 2012-2013 school year. Our goal for the 2013-2014 school year is to decrease this percentage to 4%. Also, four students (0%), received 1 or more behavior referrals that led to suspension throughout the 2012-2013 school year. Our goal for the 2013-2014 school year is maintain this percentage.

- According to our Student Retention Roster 1% of students were retained in the same grade level. Our goal for the 2013-2014 school year is to maintain the percentage point at 1%.

Plan to Monitor Progress Toward the Goal

Attendance rosters

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

End of Year Attendance Rate

G7. 50% of parents whose students are in the lowest performing quartile or subgroups not meeting AMOs have participated in one or more parent engagement opportunities. Our goal is to increase this percentage to 55%.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Workshop opportunities based on interest.

Targeted Barriers to Achieving the Goal

- Our challenge has been the lack of interest for participation in school wide activities by parents of students who are in the lowest performing quartile.

Plan to Monitor Progress Toward the Goal

More parents whose students are in the lowest performing quartile or subgroups not meeting AMOs have participated in one or more parent engagement opportunities

Person or Persons Responsible

PTA Volunteer coordinator

Target Dates or Schedule:

Quarterly

Evidence of Completion:

End of Year Surveys

Action Plan for Improvement

Problem Solving Key

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

G1. The results of the 2013 State Assessments indicate that 82 % of students achieved proficiency on the Reading FCAT 2.0 and 94% of students scored at level 4-9 on the FAA . Our goal for the 2013-2014 school year is to maintain this level of proficiency.

G1.B1 The results of the 2013 FCAT 2.0 Reading Assessment indicate that 25 % of students performed at proficiency (level 3). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 26 percentage points. Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 1- [LA.3-5.1.6.9] Multiple Meanings in Context, Vocabulary [NGSSS]. Students experienced difficulty in determining the meaning of words and phrases as used in a text and in distinguishing literal from non-literal language [Domain 2, CCSS.ELA-Literacy.RL.3.4].

G1.B1.S1 Increase fidelity of implementation explicit instructional activities in determining the main idea or essential message using grade-level text.

Action Step 1

Utilize concept maps to build general knowledge of word meanings and relationships, and context clues in recognizing synonyms and antonyms.

Person or Persons Responsible

All Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Teacher Lesson Plans

Facilitator:

Mrs. Bienes, Mrs. Blanco, Ms. Diaz, Mrs. Pierre-Louis, Mrs. Valdes

Participants:

All Reading Teachers

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

Students will be able to determine the meaning of words and phrases as used in a text and in distinguishing literal from non-literal language

Person or Persons Responsible

LLT Team

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence of student work.

Plan to Monitor Effectiveness of G1.B1.S1

Students will be able to determine the meaning of words and phrases as used in a text and in distinguishing literal from non-literal language when reading passages on the District Interim Assessments

Person or Persons Responsible

Administration and LLT Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Results of District Interim Assessments

G1.B2 The results of the 2013 FCAT 2.0 Reading Assessment indicate that 57 % of students performed at or above proficiency (level 4). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 1 percentage point. Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 3 [LA.3-5.2.2.1]; explain and identify the purpose of text features. Students experienced difficulty in comparing and contrasting stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. [Domain #3- CCSS.ELA -Literacy.RL.5.9].

G1.B2.S1 Increase fidelity in the implementation of various activities which allow students opportunities to identify and comprehend the purpose of text features in reading passages.

Action Step 1

Teachers will implement activities which allow students to explain and identify the purpose of text features and will provide practice through Reading Plus Program.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Facilitator:

Mrs. Blanco, Mrs.E Valdes

Participants:

Reading Teachers

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

Ensure that teachers provide students with activities which allows them opportunities to identify and comprehend the purpose of text features in reading passages.

Person or Persons Responsible

LLT team

Target Dates or Schedule

Weekly

Evidence of Completion

Student work Reading Plus reports

Plan to Monitor Effectiveness of G1.B2.S1

Students will be able to identify and comprehend the purpose of text features in reading passages.

Person or Persons Responsible

LLT team

Target Dates or Schedule

Quarterly

Evidence of Completion

Reading Plus reports District Interim Assessments

G1.B3 The results of the 2013 Reading FAA indicate that 25 % of students scored at Levels 4, 5, and 6. Our goal for the 2013-2014 school year is to maintain the percentage of students scoring at Levels 4, 5, and 6 at 25 % percentage points. Students' performance data from the 2013 Florida Alternate Assessment indicates that students require additional support in demonstrating knowledge of the alphabetic principles and applying grade level phonics skills in reading text.

G1.B3.S1 Provide students additional support in demonstrating knowledge of the alphabetic principles and applying grade level phonics skills in reading text.

Action Step 1

Provide students additional support in demonstrating knowledge of the alphabetic principles and applying grade level phonics skills in reading text through the i-ready program.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from i-ready

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

Data Monitoring will show improvement in students' knowledge of the alphabetic principles and how to apply grade level phonics skills in reading text.

Person or Persons Responsible

The LLT team

Target Dates or Schedule

Monthly

Evidence of Completion

i-ready reports and Pre/Post tests from Unique Learning Systems

Plan to Monitor Effectiveness of G1.B3.S1

Students will demonstrate knowledge of the alphabetic principles and apply grade level phonics skills in reading text.

Person or Persons Responsible

LLT team

Target Dates or Schedule

Monthly

Evidence of Completion

Student work

G1.B4 The results of the 2013 Reading FAA indicate that 69% of students scored at Levels 7-9. Our goal for the 2013-2014 school year is to maintain the percentage of students scoring at Levels 7-9 at 69 percentage points. Students' performance data from the 2013 Florida Alternate Assessment: indicates that students require additional opportunities and support when learning reading concepts.

G1.B4.S1 Students will be provided with additional opportunities and support when learning reading concepts.

Action Step 1

Teachers will provide students with additional opportunities and support when learning reading concepts. They will review students' monthly assessment and small group instruction data in order to monitor students' progress and to adjust instruction as needed.

Person or Persons Responsible

ASD Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Results from monthly assessments

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

Review students' monthly assessment and small group instruction data.

Person or Persons Responsible

LLT team

Target Dates or Schedule

Monthly

Evidence of Completion

Student products and Pre/Post tests from Unique Learning Systems

Plan to Monitor Effectiveness of G1.B4.S1

Students will apply strategies learned during reading activities.

Person or Persons Responsible

LLT Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

G1.B5 The results of the 2013 FCAT 2.0 Reading Assessment and FAA indicate that 72% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 3 percentage points to 75%. Students' performance data from the 2013 FCAT indicates that Students who did not demonstrate sufficient Learning Gains struggled with a deficiency in Reporting Category 1- [LA.3-5.1.6.9] Multiple Meanings in Context, Vocabulary [NGSSS]. Students experienced difficulty in determining the meaning of words and phrases as used in a text and in distinguishing literal from non-literal language [Domain 2, CCSS.ELA-Literacy.RL.3.4].

G1.B5.S1 Utilizing The FCIM, the LLT will schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the areas of Multiple Meanings in Context and to adjust instruction as needed.

Action Step 1

Teachers will meet with the LLT quarterly to review results from Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the areas of Multiple Meanings in Context and to adjust instruction as needed.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data charts used for review

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

Year-at-a Glance charts and schedule data chats to review Multiple Meanings in Context, Vocabulary

Person or Persons Responsible

LLT team

Target Dates or Schedule

Quarterly

Evidence of Completion

Charts and schedules

Plan to Monitor Effectiveness of G1.B5.S1

Student progress in identifying and applying Multiple Meanings in Context, Vocabulary

Person or Persons Responsible

LLT team

Target Dates or Schedule

Quarrterly

Evidence of Completion

District Interim Assessments

G1.B6 The results of the 2013 FCAT 2.0 Reading Assessment indicate that 70% of students in the lowest 25% have made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students in the lowest 25% making learning gains to 73%. Students' performance data from the 2013 FCAT indicates that Students in the lowest 25 % who did not demonstrate sufficient Learning Gains struggled with Reporting Category 3 [LA.3-5.2.2.1]; explain and identify the purpose of text features. Students experienced difficulty in comparing and contrasting stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. [Domain #3- CCSS.ELA-Literacy.RL.5.9].

G1.B6.S1 Teachers will implement activities to help students explain and identify the purpose of text features and compare and contrast stories in the same genre.

Action Step 1

Use Wonders McGraw Hill Intervention to provide tutoring to Students in the lowest 25 %.

Person or Persons Responsible

All Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Intervention logs

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

Walkthroughs

Person or Persons Responsible

LLT team

Target Dates or Schedule

Weekly

Evidence of Completion

Tutoring sessions

Plan to Monitor Effectiveness of G1.B6.S1

Student Progress as demonstrated through Wonders Intervention assessments

Person or Persons Responsible

LLT team

Target Dates or Schedule

Monthly

Evidence of Completion

Progress Log

G1.B8 The results of the 2013 Reading portion of the CELLA Assessment indicate that 39% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 45 percentage points.

G1.B8.S1 Differentiated instruction will be employed to address individual needs along with Reciprocal Teaching strategies, KWL charts, and Chunking cards.

Action Step 1

Improve students' vocabulary development and fluency with Reciprocal Teaching strategies, KWL charts, and Chunking cards.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' use of Reciprocal Teaching strategies, KWL charts , and Chunking cards.

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

Utilization of Reciprocal Teaching strategies, KWL charts , and Chunking cards.

Person or Persons Responsible

LLT team

Target Dates or Schedule

Weekly

Evidence of Completion

Students' use of strategies when reading text

Plan to Monitor Effectiveness of G1.B8.S1

Monitor students' reading decoding and comprehension skills

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

District Interim Assessment

G1.B9 The results of the 2013 Writing portion of the CELLA Assessment indicate that 33% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 40 percentage points.

G1.B9.S1 Differentiated instruction will be employed to address individual need along with Reciprocal Teaching strategies. KWL charts will be utilized to build background knowledge. Chunking will also be utilized to improve students' vocabulary development and fluency

Action Step 1

Focus on Differentiated Instruction and Reciprocal Teaching Strategies to address individual needs. KWL charts will be utilized to build background knowledge. Chunking will also be utilized to improve students' vocabulary development and fluency.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student reading activities

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

Observe Differentiated Instruction and Reciprocal Teaching Strategies in these classrooms. KWL charts will be utilized to build background knowledge. Chunking will also be utilized to improve students' vocabulary development and fluency.

> **Person or Persons Responsible**
>
> LTT Team
>
> **Target Dates or Schedule**
>
> Weekly
>
> **Evidence of Completion**
>
> Student reading assignments

Plan to Monitor Effectiveness of G1.B9.S1

Observe Differentiated Instruction and Reciprocal Teaching Strategies in these classrooms. KWL charts will be utilized to build background knowledge. Chunking will also be utilized to improve students' vocabulary development and fluency.

> **Person or Persons Responsible**
>
> LLT Team
>
> **Target Dates or Schedule**
>
> Weekly
>
> **Evidence of Completion**
>
> Students work

G2. The results of the 2013 FCAT 2.0 Writing Assessment indicate that 71% of students achieved proficiency (level 3.5). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 74%.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

G2.B1.S1 During Writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases to produce fluency in writing.

Action Step 1

Teachers will coach students in developing a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings.

Person or Persons Responsible

Fourth Grade Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student writing assignments

Facilitator:

Mrs. Bienes, Mrs. Blanco, Mrs. Valdes

Participants:

Fourth Grade Teachers

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

Monitor that students are using prewriting planners that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases.

Person or Persons Responsible

LLT Team

Target Dates or Schedule

Monthly

Evidence of Completion

Results of monthly prompts

Plan to Monitor Effectiveness of G2.B1.S1

Ensure that students are using prewriting planners when responding to a prompt.

Person or Persons Responsible

LLT Team

Target Dates or Schedule

Monthly

Evidence of Completion

Results of Pre and Post District Writing Tests

G3. The results of the 2013 State Assessments indicate that 81% of students achieved at/above proficiency on the FCAT 2.0 Math and 94% on the FAA. Our goal for the 2013-2014 school year is to increase to 82 percentage points for the FCAT 2.0 and 95% for FAA.

G3.B1 The results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 22 % of students achieved proficiency (level 3). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 1percentage point to 23%. According to the results of the 2013 FACT 2.0, students in Grades 3 and 4 experienced difficulty in Reporting Category 2, Geometry and Measurement. Students in Grade 5 seem to have experienced difficulty in Reporting Category 3, Expressions, Equations, and Statistics.

G3.B1.S1 Increase fidelity in providing students in Grade 3 and 4 activities that promote describing, analyzing, comparing, classifying, building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-dimensional shapes/objects: Increase fidelity in providing opportunities for students in Grade 5 to use the properties of equality to solve numerical and real world situations and translate a written description or graphic to an equation, which may include more than one variable.

Action Step 1

Use technology to promote students' interest in difficult Mathematical concepts (i.e. Smart Boards and iPads to use programs such as Go Math Online, Florida Focus, FCAT Explorer).

Person or Persons Responsible

All Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students using technology

Facilitator:

Ms. Barbato

Participants:

All Math Teachers

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

Use technology (ipads and Smart Boards) to engage students in difficult Mathematical concepts.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Weekly

Evidence of Completion

Go Math Online, Florida Focus, FCAT Explorer reports

Plan to Monitor Effectiveness of G3.B1.S1

Go Math Online, Florida Focus, FCAT Explorer

Person or Persons Responsible

LLT team

Target Dates or Schedule

Quarterly

Evidence of Completion

Reports from online programs and District Quarterly Interim Assessments

G3.B2 The results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 58% of students performed at or above proficiency (level 4). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 59%. According to the results of the 2013 FACT 2.0, students in Grades 3 and 4 experienced difficulty in Reporting Category 2, Geometry and Measurement. Students in Grade 5 seem to have experienced difficulty in Reporting Category 3, Expressions, Equations, and Statistics.

G3.B2.S1 Increase fidelity in engaging students in journaling and discussion activities that center around such questions as why and how. Guide students to discover mathematical relationships and to use appropriate vocabulary to discuss these relationships. Once a month they will review and share the results of the activities with the whole group and create additional examples to add to their journals.

Action Step 1

Teachers will plan activities to engage students in journaling and discussion activities that center around such questions as why and how. They will guide students to discover mathematical relationships and to use appropriate vocabulary to discuss these relationships.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student journals

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

Students will use journals to apply real life situations to complex concepts and engage journaling and discussion activities that center around such questions as why and how, and will work to discover mathematical relationships and to use appropriate vocabulary to discuss these relationships.

Person or Persons Responsible

LeadershipTeam

Target Dates or Schedule

Weekly

Evidence of Completion

Activities in student journals

Plan to Monitor Effectiveness of G3.B2.S1

Students will be able to solve high complexity problems through continuous use of journals to record thinking process in order to solve complex concepts and engage in discussion activities.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Discussions based on journals and District Interim Math Tests

G3.B3 The results of the 2013 Mathematics FAA indicate that 56% of students scored at Levels 4, 5, and 6. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Levels 4, 5, and 6 to 57%.

G3.B3.S1 Provide students with opportunities to learn concepts using manipulatives, visuals, number lines and assistive technology.

Action Step 1

Teachers will provide students with opportunities to learn concepts using manipulatives, visuals, number lines and assistive technology.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student activities

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

Students will learn concepts using manipulatives, visuals, number lines and assistive technology.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Activities using multi media to engage students (including Study Jams) and Pre/Post tests from Unique Learning Systems

Plan to Monitor Effectiveness of G3.B3.S1

Students will increase math fluency by using manipulatives, visuals, number lines and assistive technology.

Person or Persons Responsible

LLT Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly classroom assessments and i-ready reports

G3.B4 The results of the 2013 Reading FAA indicate that 69% of students scored at Levels 7-9. Our goal for the 2013-2014 school year is to maintain the percentage of students scoring at Levels 7-9 at 69 percentage points.

G3.B4.S1 Students must have continuous repetition/practice when learning math concepts, using access points. Students also need guided discussions to be engaged in real life math problems.

Action Step 1

Teachers will provide students opportunities for continuous repetition/practice when learning math concepts, using access points. Teachers will then engage students in guided discussions involving real life math problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work and class discussions and Pre/Post tests from Unique Learning Systems

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

Students will become more fluent with math concepts through continuous repetition/practice and discussions.

Person or Persons Responsible

LLT Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observations and student work

Plan to Monitor Effectiveness of G3.B4.S1

Students demonstrate math fluency fluent through continuous repetition/practice and discussions.

Person or Persons Responsible

LLT Team

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom assessments and i-ready reports

G3.B5 The results of the 2013 FCAT 2.0 Mathematics Assessment and FAA indicate that 80% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains to 82 percentage points. Students' performance data indicates that students in grades 4 who did not demonstrate sufficient Learning Gains struggled with a deficiency in Number: Operations and Problems, while students in grade 5 struggled with a deficiency in Expressions, Equations, and Statistics.

G3.B5.S1 In grade 4, provide context for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. In grade 5, provide students with support in mathematical fluency and problem solving skills by providing time to practice and apply learned concepts in real life situations.

Action Step 1

Teachers will provide students with context for mathematical exploration, and the use of manipulatives to support mathematical fluency and problem solving skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Students will explore mathematical exploration, and use of manipulatives to support mathematical fluency and problem solving skills.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student activities

Plan to Monitor Effectiveness of G3.B5.S1

Improved student performance in Number: Operations and Problems (grades 4), and in Expressions, Equations, and Statistics (grade 5)

Person or Persons Responsible

LLT Team

Target Dates or Schedule

Quarterly

Evidence of Completion

District Interim Assessments

G3.B6 The results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 72 % of students in the lowest 25% have made learning gains. Our goal for the 2013-2014 school year is to increase this percentage to 75%. Students' performance data indicates that students in the lowest 25% who did not demonstrate sufficient Learning Gains in grade 4 struggled with a deficiency in Number: Operations and Problems, while students in grade 5 struggled with a deficiency in Expressions, Equations, and Statistics.

G3.B6.S1 Provide students with additional opportunities to improve mathematical fluency and problem solving skills with SuccessMaker. Schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' progress.

Action Step 1

Teachers will provide students with additional opportunities to improve mathematical fluency and problem solving skills with SuccessMaker.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

SuccessMaker sessions

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

Review SuccessMaker reports to monitor students' progress mathematical fluency and problem solving skills.

Person or Persons Responsible

LLT Team

Target Dates or Schedule

Ongoing

Evidence of Completion

SucessMaker reports

Plan to Monitor Effectiveness of G3.B6.S1

Monitor students' progress in mathematical fluency and problem solving skills

Person or Persons Responsible

LLT Team

Target Dates or Schedule

Quarterly

Evidence of Completion

District Interim Assessments

G4. The results of the 2013 FCAT 2.0 Science Assessment indicate that 70% of students achieved proficiency or above level 3-5. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 73 percentage points.

G4.B1 The results of the 2013 FCAT 2.0 Science Assessment indicate that 20 % of students achieved proficiency (level 3). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 22%.

G4.B1.S1 Increase fidelity in utilizing differentiated instruction strategies at all levels of instruction due to increased rigor in science. During delivery of content, use multiple media (oral, graphics, written, technology) to reach a wide range of learning styles.

Action Step 1

Teachers will utilize differentiated instruction strategies at all levels of instruction due to increased rigor in science. During delivery of content, use multiple media (oral, graphics, written, technology) to reach a wide range of learning styles.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student activities

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

Monitor the use of multiple media (oral, graphics, written, technology) to reach a wide range of learning styles. Review projects and activities based on student interest that give students the opportunity to demonstrate what they have learned through alternative assessments.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Student projects and activities

Plan to Monitor Effectiveness of G4.B1.S1

Students will demonstrate increased understanding of scientific concepts and processes.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Observation during Science Camps and Results from District Interim Assessments

G4.B2 The results of the 2013 FCAT 2.0 Science Assessment indicate that 50% of students performed at or above proficiency (level 4). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 51 percentage points.

G4.B2.S1 Increasing the use of scientific writing (e.g., Power Writing/Lab Reports, Conclusion writing, Current Events, etc.) and implementation of HOTS and questioning strategies.

Action Step 1

Teachers will increase the use of scientific writing in journals (e.g., Power Writing/Lab Reports, Conclusion writing, Current Events, etc.) and implement HOTS and questioning strategies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Science journals

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

Students' use of scientific writing (e.g., Power Writing/Lab Reports, Conclusion writing, Current Events, etc.) as well as HOTS and questioning strategies to demonstrate higher level thinking.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Science journals

Plan to Monitor Effectiveness of G4.B2.S1

Students' progress using in scientific processes and predicting outcomes effectively..

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student projects/experiments and District Interim Assessments

G5. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM.

G5.B1 Increase the percentage of students participating in Project Based Learning in STEM in order encourage exploration of new ideas and new worlds related to science, technology, engineering, and mathematics.

G5.B1.S1 Increase student participation in STEM activities and competitions ie, The Miami Dade STEM EXPO (Science Fair and SECME Olympiad and Festival), The South Florida Science and Engineering Fair, The U.S. First Robotics League, and Fairchild Challenge.

Action Step 1

Teachers will recruit students and establish a plan and timeline for the development of student projects and increase the participation in STEM competitions/activities ie. The Miami Dade STEM EXPO (Science Fair and SECME Olympiad and Festival), The South Florida Science and Engineering Fair, The U.S. First Robotics League, and Fairchild Challenge.

Person or Persons Responsible

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student participation in STEM activities

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

Increased student participation in school site STEM competitions and activities.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

STEM Student Rosters

Plan to Monitor Effectiveness of G5.B1.S1

Monitor increased student participation in STEM activities

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Membership in SECME, Robotics, and Science Fair

G5.B2 Increase the number of science, technology, engineering, and mathematics related experiences to advance STEM literacy while engaging students in the problem solving process.

G5.B2.S1 Create a culture where STEM experiences are seen as fun and engaging for our students by increasing the number of STEM experiences in our school. This will help to create awareness of various ways in which STEM will be important to the students' future while providing standards-based/structured inquiry-based and real-world problem-based learning that interconnects STEM subjects.

Action Step 1

Teachers will promote a culture where STEM experiences are seen as fun and engaging for our students by increasing the number of STEM experiences in our school that interconnects STEM subjects.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

School wide STEM activity log

Facilitator:

Ms Pastrana

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Monitor the number of STEM experiences offered to students.

Person or Persons Responsible

LeadershipTeam

Target Dates or Schedule

Monthly

Evidence of Completion

STEM Activity Log

Plan to Monitor Effectiveness of G5.B2.S1

Increase in the number of STEM experiences available for students.

Person or Persons Responsible

LLT TEam

Target Dates or Schedule

Monthly

Evidence of Completion

STEM activity Log

G6. Instituting early warning systems to identify students at risk of dropping out or struggling with low achievement, and providing strategies to improve attendance, behavior and course performance to ensure they get back on track.

G6.B1 An analysis of student attendance reveals that 2% of students missed 10 percent or more of available instructional time during the 2012-2013 school year. Our goal for the 2013-2014 school year is to decrease this percentage to 1 percentage point.

G6.B1.S1 Identify and refer students who appear to be developing a pattern of non-attendance to the counselor for intervention services, and maintain a clean environment throughout the school while teaching healthy choices/prevention strategies to students to minimize absences due to illnesses.

Action Step 1

Teachers will refer students who appear to be developing a pattern of non-attendance to the counselor for intervention services and teach healthy choices/prevention strategies to students to minimize absences due to illnesses.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Counselor Referral Log

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

Students who appear to be developing a pattern of non-attendance will be referred to the counselor for intervention services, and teachers will teach healthy choices/prevention strategies to students to minimize absences due to illnesses.

Person or Persons Responsible

Teachers and counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance reports

Plan to Monitor Effectiveness of G6.B1.S1

The percentage of students missing 10 percent or more of available instructional time will be reduced.

Person or Persons Responsible

LLT Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance reports

G6.B2 An analysis of the school's reading achievement indicates that 15% of students are not proficient in reading by third grade. Our goal for the 2013-2014 school year is to decrease this percentage to 14%.

G6.B2.S1 Provide non proficient students with the basic reading skills to decode and comprehend test on grade level through targeted interventions.

Action Step 1

Teachers will provide 30 minutes of Reading Intervention each day to all students scoring 50% or below on the SAT-10 in 2013. If students do not respond to intervention, refer to MTSS/RtI Team for assistance.

Person or Persons Responsible

Teachers and MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Intervention rosters

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

Ensure that all students scoring 50% or below on the SAT-10 in 2013 are receiving 30 minutes of Reading Intervention each day. If students do not respond to intervention, refer to MTSS/RtI Team for assistance.

Person or Persons Responsible

LTT and MTSS/RtI Team

Target Dates or Schedule

Weekly

Evidence of Completion

Student Intervention sessions

Plan to Monitor Effectiveness of G6.B2.S1

Students who are not proficient in reading by third grade are demonstrating progress with the basic reading skills to decode and comprehend test on grade level through targeted interventions.

Person or Persons Responsible

LTT and MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Intervention Checkpoints District Interim Reading Assessments

G6.B3 Our Student Case Management System (SCMS) indicates that 5% of students received 2 or more behavior referrals throughout the 2012-2013 school year. Our goal for the 2013-2014 school year is to decrease this percentage to 4%. Also, four students (0%), received 1 or more behavior referrals that led to suspension throughout the 2012-2013 school year. Our goal for the 2013-2014 school year is maintain this percentage.

G6.B3.S1 Teachers will become familiar with the Code of Student Conduct, and implement progressive discipline strategies rather than referring students for minor infractions. Students will not be suspended for Level I or Level II infractions of the Code of Student Conduct, with exception of students who habitually commit Level I and/or Level II infractions of the Code of Student Conduct with Region approval.

Action Step 1

Teachers will become familiar with the Code of Student Conduct, and implement progressive discipline strategies rather than referring students for minor infractions, Students will not be suspended for Level I or Level II infractions of the Code of Student Conduct, with exception of students who habitually commit Level I and/or Level II infractions of the Code of Student Conduct with Region approval.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

The number of behavior referral in the SCAM log

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

Ensure that teachers are referring to the Code of Student Conduct, and implementing progressive discipline strategies rather than referring students for minor infractions, Students will not be suspended for Level I or Level II infractions of the Code of Student Conduct, with exception of students who habitually commit Level I and/or Level II infractions of the Code of Student Conduct with Region approval.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Referral Log

Plan to Monitor Effectiveness of G6.B3.S1

The number of students receiving 2 or more behavior referrals will decrease as well as the and the number of student suspensions.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

COGNOS reports for behavior referrals and suspensions.

G6.B4 According to our Student Retention Roster 1% of students were retained in the same grade level. Our goal for the 2013-2014 school year is to maintain the percentage point at 1%.

G6.B4.S1 Identify struggling students the first week of school and provide Tier 2 intervention. If students do not respond to intervention, refer to MTSS/RtI Team for assistance.

Action Step 1

Identify struggling students the first week of school and provide Tier 2 intervention. If students do not respond to intervention, refer to MTSS/RtI Team for assistance.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Intervention logs

Facilitator:

Ms. Hesser and Mrs. Pierre-Louis

Participants:

All Teachers during Grade level Meetings

Plan to Monitor Fidelity of Implementation of G6.B4.S1

Identify struggling students the first week of school and provide Tier 2 intervention. If students do not respond to intervention, refer to MTSS/RtI Team for assistance.

Person or Persons Responsible

LLT Team

Target Dates or Schedule

Monthly

Evidence of Completion

Response to Intervention Data

Plan to Monitor Effectiveness of G6.B4.S1

Students are identified and receiving Tier 2 intervention for 30 minutes each day.Students who do not respond to intervention, are referred to MTSS/RtI Team for assistance.

Person or Persons Responsible

LLT Team and MTSS/RtI Teams

Target Dates or Schedule

Quarterly

Evidence of Completion

Request for Assistance Log

G7. 50% of parents whose students are in the lowest performing quartile or subgroups not meeting AMOs have participated in one or more parent engagement opportunities. Our goal is to increase this percentage to 55%.

G7.B1 Our challenge has been the lack of interest for participation in school wide activities by parents of students who are in the lowest performing quartile.

G7.B1.S1 Workshops will be offered to parents whose students are in the lowest performing quartile in order to teach them how they can help their children perform better academically.

Action Step 1

Parent Workshop: How parents can help their children perform better academically.

Person or Persons Responsible

Parent Academy

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in Logs Agenda

Facilitator:

Parent Academy Representative

Participants:

Parents

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

Monitor participation of parents whose students are in the lowest performing quartile or subgroups not meeting AMOs in one or more parent engagement opportunities

Person or Persons Responsible

Parent Academy Liaison

Target Dates or Schedule

Quarterly

Evidence of Completion

Activities Sign-in

Plan to Monitor Effectiveness of G7.B1.S1

Monitor increase in participation from parents whose students are in the lowest performing quartile or subgroups not meeting AMOs in one or more parent engagement opportunities

Person or Persons Responsible

PTA Volunteer coordinator

Target Dates or Schedule

Quarterly

Evidence of Completion

Parent survey of participation

Coordination and Integration

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

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

Title III funds will be utilized to supplement and enhance the programs for English Language Learners (ELL) and recently arrived immigrant children and youth by implementing after school tutorial programs.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 State Assessments indicate that 82 % of students achieved proficiency on the Reading FCAT 2.0 and 94% of students scored at level 4-9 on the FAA . Our goal for the 2013-2014 school year is to maintain this level of proficiency.

G1.B1 The results of the 2013 FCAT 2.0 Reading Assessment indicate that 25 % of students performed at proficiency (level 3). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 26 percentage points. Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 1- [LA.3-5.1.6.9] Multiple Meanings in Context, Vocabulary [NGSSS]. Students experienced difficulty in determining the meaning of words and phrases as used in a text and in distinguishing literal from non-literal language [Domain 2, CCSS.ELA-Literacy.RL.3.4].

G1.B1.S1 Increase fidelity of implementation explicit instructional activities in determining the main idea or essential message using grade-level text.

PD Opportunity 1

Utilize concept maps to build general knowledge of word meanings and relationships, and context clues in recognizing synonyms and antonyms.

Facilitator

Mrs. Bienes, Mrs. Blanco, Ms. Diaz, Mrs. Pierre-Louis, Mrs. Valdes

Participants

All Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Teacher Lesson Plans

G1.B2 The results of the 2013 FCAT 2.0 Reading Assessment indicate that 57 % of students performed at or above proficiency (level 4). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 1 percentage point. Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 3 [LA.3-5.2.2.1]; explain and identify the purpose of text features. Students experienced difficulty in comparing and contrasting stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. [Domain #3-CCSS.ELA -Literacy.RL.5.9].

G1.B2.S1 Increase fidelity in the implementation of various activities which allow students opportunities to identify and comprehend the purpose of text features in reading passages.

PD Opportunity 1

Teachers will implement activities which allow students to explain and identify the purpose of text features and will provide practice through Reading Plus Program.

Facilitator

Mrs. Blanco, Mrs.E Valdes

Participants

Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

G2. The results of the 2013 FCAT 2.0 Writing Assessment indicate that 71% of students achieved proficiency (level 3.5). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 74%.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

G2.B1.S1 During Writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases to produce fluency in writing.

PD Opportunity 1

Teachers will coach students in developing a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings.

Facilitator

Mrs. Bienes, Mrs. Blanco, Mrs. Valdes

Participants

Fourth Grade Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student writing assignments

G3. The results of the 2013 State Assessments indicate that 81% of students achieved at/above proficiency on the FCAT 2.0 Math and 94% on the FAA. Our goal for the 2013-2014 school year is to increase to 82 percentage points for the FCAT 2.0 and 95% for FAA.

G3.B1 The results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 22 % of students achieved proficiency (level 3). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 1percentage point to 23%. According to the results of the 2013 FACT 2.0, students in Grades 3 and 4 experienced difficulty in Reporting Category 2, Geometry and Measurement. Students in Grade 5 seem to have experienced difficulty in Reporting Category 3, Expressions, Equations, and Statistics.

G3.B1.S1 Increase fidelity in providing students in Grade 3 and 4 activities that promote describing, analyzing, comparing, classifying, building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-dimensional shapes/objects: Increase fidelity in providing opportunities for students in Grade 5 to use the properties of equality to solve numerical and real world situations and translate a written description or graphic to an equation, which may include more than one variable.

PD Opportunity 1

Use technology to promote students' interest in difficult Mathematical concepts (i.e. Smart Boards and iPads to use programs such as Go Math Online, Florida Focus, FCAT Explorer).

Facilitator

Ms. Barbato

Participants

All Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students using technology

G5. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM.

G5.B2 Increase the number of science, technology, engineering, and mathematics related experiences to advance STEM literacy while engaging students in the problem solving process.

G5.B2.S1 Create a culture where STEM experiences are seen as fun and engaging for our students by increasing the number of STEM experiences in our school. This will help to create awareness of various ways in which STEM will be important to the students' future while providing standards-based/structured inquiry-based and real-world problem-based learning that interconnects STEM subjects.

PD Opportunity 1

Teachers will promote a culture where STEM experiences are seen as fun and engaging for our students by increasing the number of STEM experiences in our school that interconnects STEM subjects.

Facilitator

Ms Pastrana

Participants

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

School wide STEM activity log

G6. Instituting early warning systems to identify students at risk of dropping out or struggling with low achievement, and providing strategies to improve attendance, behavior and course performance to ensure they get back on track.

G6.B4 According to our Student Retention Roster 1% of students were retained in the same grade level. Our goal for the 2013-2014 school year is to maintain the percentage point at 1%.

G6.B4.S1 Identify struggling students the first week of school and provide Tier 2 intervention. If students do not respond to intervention, refer to MTSS/RtI Team for assistance.

PD Opportunity 1

Identify struggling students the first week of school and provide Tier 2 intervention. If students do not respond to intervention, refer to MTSS/RtI Team for assistance.

Facilitator

Ms. Hesser and Mrs. Pierre-Louis

Participants

All Teachers during Grade level Meetings

Target Dates or Schedule

Ongoing

Evidence of Completion

Intervention logs

G7. 50% of parents whose students are in the lowest performing quartile or subgroups not meeting AMOs have participated in one or more parent engagement opportunities. Our goal is to increase this percentage to 55%.

G7.B1 Our challenge has been the lack of interest for participation in school wide activities by parents of students who are in the lowest performing quartile.

G7.B1.S1 Workshops will be offered to parents whose students are in the lowest performing quartile in order to teach them how they can help their children perform better academically.

PD Opportunity 1

Parent Workshop: How parents can help their children perform better academically.

Facilitator

Parent Academy Representative

Participants

Parents

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in Logs Agenda

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 State Assessments indicate that 82 % of students achieved proficiency on the Reading FCAT 2.0 and 94% of students scored at level 4-9 on the FAA . Our goal for the 2013-2014 school year is to maintain this level of proficiency.	$5,000
G2.	The results of the 2013 FCAT 2.0 Writing Assessment indicate that 71% of students achieved proficiency (level 3.5). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 74%.	$20
G3.	The results of the 2013 State Assessments indicate that 81% of students achieved at/above proficiency on the FCAT 2.0 Math and 94% on the FAA. Our goal for the 2013-2014 school year is to increase to 82 percentage points for the FCAT 2.0 and 95% for FAA.	$8,400
G5.	In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM.	$2,900
G6.	Instituting early warning systems to identify students at risk of dropping out or struggling with low achievement, and providing strategies to improve attendance, behavior and course performance to ensure they get back on track.	$20
	Total	$16,340

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Professional Development	Evidence-Based Program	Total
PTA and Book Fair	$5,000	$0	$0	$5,000
PTA	$20	$0	$20	$40
PTA fundraising/ Dbnations	$0	$5,500	$0	$5,500
PTA and Donations	$0	$0	$2,900	$2,900
EESAC, PTA	$0	$0	$2,900	$2,900
Total	$5,020	$5,500	$5,820	$16,340

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

G1. The results of the 2013 State Assessments indicate that 82 % of students achieved proficiency on the Reading FCAT 2.0 and 94% of students scored at level 4-9 on the FAA . Our goal for the 2013-2014 school year is to maintain this level of proficiency.

G1.B1 The results of the 2013 FCAT 2.0 Reading Assessment indicate that 25 % of students performed at proficiency (level 3). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 26 percentage points. Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 1- [LA.3-5.1.6.9] Multiple Meanings in Context, Vocabulary [NGSSS]. Students experienced difficulty in determining the meaning of words and phrases as used in a text and in distinguishing literal from non-literal language [Domain 2, CCSS.ELA-Literacy.RL.3.4].

G1.B1.S1 Increase fidelity of implementation explicit instructional activities in determining the main idea or essential message using grade-level text.

Action Step 1

Utilize concept maps to build general knowledge of word meanings and relationships, and context clues in recognizing synonyms and antonyms.

Resource Type

Evidence-Based Materials

Resource

Accelerated Reader

Funding Source

PTA and Book Fair

Amount Needed

$5,000

G2. The results of the 2013 FCAT 2.0 Writing Assessment indicate that 71% of students achieved proficiency (level 3.5). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 74%.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

G2.B1.S1 During Writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases to produce fluency in writing.

Action Step 1

Teachers will coach students in developing a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings.

Resource Type

Evidence-Based Materials

Resource

Substitute coverage needed to send teachers to training.

Funding Source

PTA

Amount Needed

$20

G3. The results of the 2013 State Assessments indicate that 81% of students achieved at/above proficiency on the FCAT 2.0 Math and 94% on the FAA. Our goal for the 2013-2014 school year is to increase to 82 percentage points for the FCAT 2.0 and 95% for FAA.

G3.B1 The results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 22 % of students achieved proficiency (level 3). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 1percentage point to 23%. According to the results of the 2013 FACT 2.0, students in Grades 3 and 4 experienced difficulty in Reporting Category 2, Geometry and Measurement. Students in Grade 5 seem to have experienced difficulty in Reporting Category 3, Expressions, Equations, and Statistics.

G3.B1.S1 Increase fidelity in providing students in Grade 3 and 4 activities that promote describing, analyzing, comparing, classifying, building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-dimensional shapes/objects: Increase fidelity in providing opportunities for students in Grade 5 to use the properties of equality to solve numerical and real world situations and translate a written description or graphic to an equation, which may include more than one variable.

Action Step 1

Use technology to promote students' interest in difficult Mathematical concepts (i.e. Smart Boards and iPads to use programs such as Go Math Online, Florida Focus, FCAT Explorer).

Resource Type

Professional Development

Resource

Robotics materials (robot, leggos, table), Math and Science Competition fees, hands-on materials, iPads.

Funding Source

PTA fundraising/Dbnations

Amount Needed

$5,500

G3.B5 The results of the 2013 FCAT 2.0 Mathematics Assessment and FAA indicate that 80% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains to 82 percentage points. Students' performance data indicates that students in grades 4 who did not demonstrate sufficient Learning Gains struggled with a deficiency in Number: Operations and Problems, while students in grade 5 struggled with a deficiency in Expressions, Equations, and Statistics.

G3.B5.S1 In grade 4, provide context for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. In grade 5, provide students with support in mathematical fluency and problem solving skills by providing time to practice and apply learned concepts in real life situations.

Action Step 1

Teachers will provide students with context for mathematical exploration, and the use of manipulatives to support mathematical fluency and problem solving skills.

Resource Type

Evidence-Based Program

Resource

A group of teachers attended Model Schools Conference with the Principal to learn Best Practices using Technology.

Funding Source

PTA and Donations

Amount Needed

$2,900

G5. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM.

G5.B1 Increase the percentage of students participating in Project Based Learning in STEM in order encourage exploration of new ideas and new worlds related to science, technology, engineering, and mathematics.

G5.B1.S1 Increase student participation in STEM activities and competitions ie, The Miami Dade STEM EXPO (Science Fair and SECME Olympiad and Festival), The South Florida Science and Engineering Fair, The U.S. First Robotics League, and Fairchild Challenge.

Action Step 1

Teachers will recruit students and establish a plan and timeline for the development of student projects and increase the participation in STEM competitions/activities ie. The Miami Dade STEM EXPO (Science Fair and SECME Olympiad and Festival), The South Florida Science and Engineering Fair, The U.S. First Robotics League, and Fairchild Challenge.

Resource Type

Evidence-Based Program

Resource

Psychologist and Assistant Principal will train Teachers on how provide intervention to struggling students and how to monitor their progress.

Funding Source

EESAC, PTA

Amount Needed

$2,900

G6. Instituting early warning systems to identify students at risk of dropping out or struggling with low achievement, and providing strategies to improve attendance, behavior and course performance to ensure they get back on track.

G6.B2 An analysis of the school's reading achievement indicates that 15% of students are not proficient in reading by third grade. Our goal for the 2013-2014 school year is to decrease this percentage to 14%.

G6.B2.S1 Provide non proficient students with the basic reading skills to decode and comprehend test on grade level through targeted interventions.

Action Step 1

Teachers will provide 30 minutes of Reading Intervention each day to all students scoring 50% or below on the SAT-10 in 2013. If students do not respond to intervention, refer to MTSS/RtI Team for assistance.

Resource Type

Evidence-Based Program

Resource

Training Packet

Funding Source

PTA

Amount Needed

$20