2013-2014 SCHOOL IMPROVEMENT PLAN

Emerson Elementary School
8001 SW 36TH ST
Miami, FL 33155
305-264-5757
http://emerson.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	87%

Alternative/ESE Center	Charter School	Minority Rate
No	No	95%

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
Emerson Elementary School

Principal
Ramon J. Garrigo

School Advisory Council chair
Renee Riu

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

Name	Title
Ramon Garrigo, Principal	Vivian Rodriguez, Assistant Principal
General Education Teachers	Flor Hernandez, Exceptional Student Education Teacher
Michele Defreitas, Reading Coach	Michele Defreitas, PD Liaison
Maria Fernandez, Student Services Personnel	Margarita Guiteras-Massa, School Psychologist
Margarita Guiteras-Massa, School Psychologist	

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

Christine Sotolongo Teacher
Elizabeth Fernandez Parent
John Navarro Business/Community Representative
Leslie Rosendo Parent
Ramon Garrigo Principal
Mayra Pendon Educational Support Employee
Patricia Dominguez Teacher
Renee Riu UTD Steward
Renette Collier Teacher
Roa Carmen Teacher

Rodolfo Rodriguez Alternate Educational Support
Silvia Vazquez Alternate Teacher/Paraprofessional
Tatyana Berger Parent
Vivian Rodriguez Alternate Principal

Involvement of the SAC in the development of the SIP

The SAC aided in analyzing student needs and data and provided input in the School Improvement Plan.

Activities of the SAC for the upcoming school year

The School Advisory Council (SAC) has an important function for the success of Emerson Elementary School. Listed below are some of the functions of the SAC.
• Assist in the development of the School Improvement Plan (SIP) and monitor the implementation of the SIP
• Provide funding for student academic incentives and supplemental instructional materials
• Assist the school to create and analyze school climate surveys
• Provide input and feedback on school academic programs and services
• Provide opportunities for parental involvement

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

EESAC funds will be utilized for the online Accelerated Reader Program. ($1,778.00)

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:

Ramon J. Garrigo		
Principal	Years as Administrator: 9	Years at Current School: 1
Credentials	Elementary Education, Educational Leadership	
Performance Record	2013 – School Grade B Rdg. Proficiency, 53% Math Proficiency, 86% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 54 points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 52 points Rdg. AMO –73 Math AMO–69 2012 – School Grade A Rdg. Proficiency, 58% Math Proficiency, 54% Rdg. Lrg. Gains, _77points Math Lrg. Gains, 80 points Rdg. Imp. of Lowest 25% - 80 points Math Imp. of Lowest 25% - 74 points Rdg. AMO –71 Math AMO–66 2011 and prior use original format. School Grades 2011 2010 2009 A A A High Standards-Reading 76 78 73 High Standards-Math 69 81 78 Learning Gains- Reading 69 71 68 Learning Gains- Math 69 81 80 Gains-R-25% 83 71 76 Gains-M-25% 64 84 78	

Vivian B. Rodriguez		
Asst Principal	Years as Administrator: 8	Years at Current School: 4

Credentials	Elementary Education, Primary Education, ESOL Endorsed, Educational Leadership
Performance Record	2013 – School Grade A Rdg. Proficiency, 66% Math Proficiency, 71% Rdg. Lrg. Gains, 76 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 84 points Math Imp. of Lowest 25% - 66 points Rdg. AMO –66 Math AMO–68 2012 – School Grade A Rdg. Proficiency, 66% Math Proficiency, 64% Rdg. Lrg. Gains, 84 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 98 points Math Imp. of Lowest 25% - 81 points Rdg. AMO –62 Math AMO–65 School Grades 2011 2010 2009 A C C High Standards-Reading 53 57 61 High Standards-Math 57 62 65 Learning Gains- Reading 60 55 66 Learning Gains- Math 52 55 65 Gains-R-25% 63 48 69 Gains-M-25% 53 47 66

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Michele Defreitas		
Full-time / School-based	Years as Coach: 4	Years at Current School: 4

Areas	Reading/Literacy, Data, RtI/MTSS
Credentials	K-12 Reading Endorsement, ESOL Endorsement
Performance Record	'13 '12 '11 '10 '09 School Grades A A A A A High Standards-Reading 66 66 78 67 71 High Standards-Math 71 64 81 74 78 Learning Gains- Reading 76 84 66 67 76 Learning Gains- Math 71 71 62 59 72 Gains-R-25% 84 98 65 72 67 Gains-M-25%

Classroom Teachers

# of classroom teachers
31

 # receiving effective rating or higher
31, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
30, 97%

 # ESOL endorsed
25, 81%

 # reading endorsed
3, 10%

 # with advanced degrees
13, 42%

 # National Board Certified
2, 6%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
2, 6%

 # with 6-14 years of experience
13, 42%

 # with 15 or more years of experience

16, 52%

Education Paraprofessionals

# of paraprofessionals

2

 # Highly Qualified

2, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Soliciting referrals for future possible employees
2. Participation in student teaching programs
3. Professional development established to expand leadership/teaching skills of new staff members
4. Mentoring teachers will be assigned to new incoming educators

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

Michele Defreitas
Reading Coach
Professional Development

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 Emerson Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI) Leadership Team will meet monthly to actively discuss and review the following: Review universal screening data and link to instructional decisions by monitoring and discussing data at the grade and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk of not meeting benchmarks. The team will analyze resources that will facilitate the implementation of intervention strategies in the classroom to address each student's need. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and

practice new processes and skills. The team will also meet individually with each grade level, review the data and discuss the resources needed in each individual classroom to achieve success. The team will collaborate on a regular basis to share best practices and evaluate implementation. The team will network on a regular basis with other schools and fellow educators to ensure implementation of the latest research based assessment tools and other valuable resources.

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

Ramon Garrigo, Principal
Vivian Rodriguez, Assistant Principal
General Education Teachers
Flor Hernandez, Exceptional Student Education Teacher
Michele Defreitas, Reading Coach
Michele Defreitas, PD Liaison
Maria Fernandez, Student Services Personnel
Margarita Guiteras-Massa, School Psychologist
Francia Bolaños-Speech Language Pathologist

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

MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.
• 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 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. The MTSS/RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.
Principal: Ensures implementation of intervention support provides adequate professional development to support the MTSS/RtI model and communicates to parents and community the school-based MTSS/RtI plans.
Assistant Principal: Provides appropriate instructional feedback based on Leadership Meeting discussions of data trends. Monitors data collection activities and assists in data analysis to ensure data-based instructional planning.
General Education Teachers: Provide information about core instruction, participate in student data collection, deliver Tier 1instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrated Tier 1materials/instruction with classroom instruction.
Exceptional Student Education Teachers: Participate in student data collection, integrate core instructional activities/materials into instruction, and collaborate with general education teachers through such activities as co-teaching.
Instructional Coaches (Reading, Mathematics and Science): Develop and evaluate curriculum and intervention approaches, as well as, analyze data, identify appropriate evidence based intervention of and create a plan of action based on the findings. Meet with administration, specialists and classroom

teachers to share plans of action around specific trends seen in the data. Work to increase the instructional density in the individual classrooms.

PD Liaison: Provides and facilitates professional development opportunities for teachers targeting data analysis, data based instructional planning and facilitation of the focus calendars. Technology Specialist: Provides professional development and technical support to teachers and staff regarding data management and display.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Student Services Personnel: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions they ensure they continue to link child serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist: Participates in the collection, interpretation and analysis of data. Provides support with intervention fidelity and assistance with OPM (On-going Progress Monitoring).

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

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

1. Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions
2. Managed data will include:
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• Oral Reading Fluency Measures
• Voyager Checkpoints
• Voyager Benchmark Assessments
• Baseline Benchmark Assessments
• 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
• Referrals to special education programs
Plan to train staff on MTSS:

1. training for all administrators in the MTSS/RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
2. providing support for school staff to understand basic MTSS/RtI principles and procedures; and
3. providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

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

Leadership is an integral part to successful implementation of large-scale innovations and the effective management of change. The implementation of an MTSS/RtI system requires these, and additional skills, to ensure consistent implementation of the process and positive student outcomes.
Building Principal Leadership skills specific to the implementation and support of MTSS/RtI include:
1. Models a problem-solving process: understands the 4-step process and uses the process to guide staff.
2. Communicates and reinforces the expectation for data-based decision-making: guides the school staff to base their decisions on student data.
3. Communicates and reinforces the expectation that all Tier 2/3 services will integrate Tier 1 standards for performance, instructional materials and practices to facilitate the transfer of student performance from Tiers 2/3 to Tier 1.
4. Schedules "Data Days" throughout the year to ensure that instruction/interventions are driven by student data.
5. Facilitates the development of instructional schedules based upon student needs
6. Ensures that instructional/intervention support is provided to all staff.
7. Ensures that instruction/intervention "sufficiency" and the documentation of that sufficiency occur for all students receiving Tiers 2/3 support.
8. Establishes a system of communicating student outcomes across the professional staff and with students and their parents.
9. Creates frequent opportunities to celebrate and communicate success.

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: Extended Day for All Students

Minutes added to school year: 4,320

The Emerson After-School Care Program offers a three hour time frame in which students receive assistance with home learning, as well as enrichment activities such as our popular Drama classes, gymnastics and dance to name a few. Our school will also offer after school tutoring through funds provided by the MDCPS Bilingual Department.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

In house pre/post assessments.

Who is responsible for monitoring implementation of this strategy?

Principal
Assistant Principal
After School Care Manager

Literacy Leadership Team (LLT)

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

Name	Title
Ramon Garrigo, Principal	Vivian Rodriguez, Assistant Principal
Michele Defreitas, Instructional Coach	Yurien Mata, Instructional Liaison
Grade Level Team Leaders (including Mentor reading and content area teachers)	

How the school-based LLT functions

The Literacy Leadership Team (LLT) is a management system that encourages a literate climate to support effective teaching and learning of the Commom Core State Standards. The LLT meets once a month to interpret grade level assessment data, incorporate literacy across the curriculum, plan literacy activities, and coordinate intervention services all which support the Common Core State Standards. The LLT also provides direction on instructional procedures/modeling for all grade levels.

Major initiatives of the LLT

• Build a strong team of teachers and parents willing to set goals and plan a year-long literacy focus calendar of activities and events in relation to Commom Core State Standards.
• Involve parents and the community in promoting literacy beyond the schoolhouse.

Every Teacher Contributes to Reading Instruction

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

Emerson Elementary School's teaching staff ensures reading improvement through differentiated instruction school-wide. Technology based programs are also utilized to maximize teaching and learning. School and District offered Professional Development are also provided.

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist in providing young children with a variety of meaningful learning experiences in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. Parent workshops offered through the Parent Academy will provide the opportunity for further clarification of the Pre-Kindergarten programs, their importance in creating a bridge between preschool and kindergarten.

At Emerson Elementary School in preparation for a smooth transition to elementary school programs, students are exposed to the kindergarten environment by visiting and interacting with the kindergarten and first grade classes. This takes place during recess and other indoor class activities. Parents are also given the opportunity to learn about the kindergarten curriculum by attending a transitional open house at the beginning of the school year. The highly qualified classroom teacher and paraprofessional use the LAP-D and PELI to assess student readiness and implement learning strategies. Anecdotal observations based on the Florida Early Learning Standards and Development Standards for four year olds as well as the social development of preschoolers. At Emerson Elementary, the HMH and the High Scope comprehensive curriculum is implemented in the Title I funded pre-kindergarten program.

The assessments used to determine basic academic skill development and academic school readiness of incoming students is the Florida VPK Assessment.

The data will be used to plan daily academic and social instruction for all students as well as for groups of students or individual students who may need intervention beyond core instruction. Academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. All outgoing Pre-Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of instructional/intervention programs. All students are assessed in the areas of mathematics, Oral Language, Print/Letter Knowledge, and Phonological Awareness. The students will be reassessed mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

College and Career Readiness

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

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

N/A

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

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	66%	66%	Yes	69%
American Indian				
Asian				
Black/African American				
Hispanic	66%	67%	Yes	69%
White				
English language learners	59%	59%	Yes	63%
Students with disabilities	37%	39%	Yes	43%
Economically disadvantaged	63%	63%	Yes	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	56	28%	32%
Students scoring at or above Achievement Level 4	72	36%	38%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		76%	78%
Students in lowest 25% making learning gains (FCAT 2.0)		84%	86%

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)	80	54%	59%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	41	28%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	40	27%	34%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		0%

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	33	58%	62%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	71%	Yes	72%
American Indian				
Asian				
Black/African American				
Hispanic	68%	71%	Yes	72%
White				
English language learners	58%	65%	Yes	62%
Students with disabilities	41%	33%	No	47%
Economically disadvantaged	66%	69%	Yes	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	58	29%	31%
Students scoring at or above Achievement Level 4	79	40%	41%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		71%	74%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		66%	69%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	*[data excluded for privacy reasons]*		0%
Middle school performance on high school EOC and industry certifications	*[data excluded for privacy reasons]*		0%

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%		No	72%
American Indian				
Asian				
Black/African American				
Hispanic	68%		No	72%
White				
English language learners	58%		No	62%
Students with disabilities	41%		No	47%
Economically disadvantaged	66%		No	69%

Geometry End-of-Course (EOC) Assessment

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

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	16	23%	25%
Students scoring at or above Achievement Level 4	30	43%	44%

Florida Alternate Assessment (FAA)

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

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		6
Participation in STEM-related experiences provided for students	97	26%	30%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses			
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

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

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

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

Civics End-of-Course (EOC) Assessment

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

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	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	8	2%	1%
Students who are not proficient in reading by third grade	25	35%	32%
Students who receive two or more behavior referrals	15	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

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

Refer to PIP_Emerson is a Title I school.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. On the 2013 FCAT 2.0 66% of our students scored Level 3 or higher. Our target for 2014 is 69%.

G2. On the 2013 FCAT Writing 58% of our students scored 3.5 or higher. Our target for 2014 is 62%.

G3. On the 2013 FCAT 2.0 71% of our students scored Level 3 or higher. Our target for 2014 is 72%.

G4. On the 2013 FCAT Science, 23% of our students scored a level 3. Our target for 2014 is 25%.

G5. In 2013 the number of STEM-related experiences provided for our students was 5. Our target for 2014 is to have 6 STEM-related experiences provided for our students.

G6. In monitoring the Early Warning Systems, our school will maximize instructional time and increase student attendance.

Goals Detail

G1. On the 2013 FCAT 2.0 66% of our students scored Level 3 or higher. Our target for 2014 is 69%.

Targets Supported

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

- Writing

Resources Available to Support the Goal

- At Emerson Elementary school, the two reading interventionis that were hired in the beginning of the year obtained full time employment. As a result, there was an interruption in the school's intervention schedule until new tutors were hired. Intervention is now being implemented once again.

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0, 28% of our students scored at Level 3. Our target for 2014 is 32% An area of deficiency as noted on the 2013 FCAT 2.0 was Reporting Category 2: Reading Application. Due to limited exposure to text structures such as theme and topic in fiction and nonfiction texts.

- On the 2013 FCAT 2.0, 36% of our students scored at or above achievement level 4. Our target for 2014 is 38%. An area of deficiency as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary. This is due to limited exposure of activities where students identify shades of meaning in related words and analyze words in text.

- On the 2013 FCAT 2.0, 76% of our students achieved learning gains. Our target for 2014 is 78%. As noted on the 2013 FCAT 2.0 administration, an area of deficiency was Reporting Category 3: Literary Analysis/Fiction/Nonfiction. This is due to limited exposure to descriptive and figurative language.

- On the 2013 FCAT 2.0, 84% of our lowest 25% achieved learning gains. Our target for 2014 is 86%. An area of deficiency as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process. This is due to limited exposure to the process of determining the validity and reliability of information in text.

- On the 2013 CELLA listening and speaking subtest, 54% of our students achieved proficiency. Our target for 2014 is 59%. An area in need of improvement is additonal experiences in listening and speaking in English.

- On the 2013 CELLA reading subtest, 28% of our students achieved proficiency. Our target for 2014 is 35%. An area in need of improvement is additional opportunities in and outside of the classroom to read in English.

- On the 2013 CELLA writing subtest, 27% of our students achieved proficiency. Our target for 2014 is 34%. An area in need of improvement is additional opportunities to practice academic writing in English in and outside of the classroom.

Plan to Monitor Progress Toward the Goal

FCIM process

Person or Persons Responsible
MTSS/RTI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
District Interim assessments, CELLA 2014

G2. On the 2013 FCAT Writing 58% of our students scored 3.5 or higher. Our target for 2014 is 62%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Teacher

Targeted Barriers to Achieving the Goal
- On the 2013 FCAT 2.0, 58% of our students scored at 3.5 or higher. Our target for 2014 is 62%. Students experience difficulty in creating interest by adding supporting details on both narrative and expository essays.

Plan to Monitor Progress Toward the Goal

FCIM Process

Person or Persons Responsible
MTSS/RTI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
District Writing Assessments, FCAT Writing Assessment

G3. On the 2013 FCAT 2.0 71% of our students scored Level 3 or higher. Our target for 2014 is 72%.

Targets Supported

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0, 29% of our students scored below a level 3. Our target for 2014 is 31%. An area of deficiency was Reporting Category - Number: Base Ten and Fractions. This is due to students' limited exposure to mathematical practices involving problem solving in the areas of relating decimals, fractions and percent as well as comparing and ordering fractions and decimals.

- On the 2013 FCAT 2.0, 40% of our students scored at or above achievement level 4. Our target for 2014 is 41%. An area of deficiency was Reporting Category - Number: Operations & Problems. This is due to students' limited exposure to multi-digit multiplication, patterns, expressions, and equations.

- On the 2013 FCAT 2.0, 71% of our students achieved learning gains. Our target for 2014 is 74%. An area of deficiency was Reporting Category – Expressions, Equations, & Statistics. This is due to limited exposure in the areas of solving equations and analyzing data.

- On the 2013 FCAT 2.0, 66% of our lowest 25% achieved learning gains. Our target for 2014 is 69%. An area of deficiency was Reporting Category - Geometry and Measurement. This is due to limited exposure to grade-level appropriate activities that promote describing, comparing, classifying, building, drawing, and analyzing models to develop measurement skills

- On the 2013 FCAT 2.0, 33% of our Students With Disabilities subgroup achieved proficiency. Our target for 2014 is 47%. An area of deficiency was Reporting Category - Geometry and Measurement. This is due to limited exposure to grade-level appropriate activities that promote describing, comparing, classifying, building, drawing, and analyzing models to develop measurement skills.

Plan to Monitor Progress Toward the Goal

FCIM Process

Person or Persons Responsible
MTSS/RTI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
District Interim Assessments, FCAT 2.0

G4. On the 2013 FCAT Science, 23% of our students scored a level 3. Our target for 2014 is 25%.

Targets Supported
- Science

- Science - Elementary School

Resources Available to Support the Goal
- Technology based programs

Targeted Barriers to Achieving the Goal
- On the 2013 FCAT Science, 23% of fifth grade students scored at a level 3. Our target for 2014 is 25%. Students in grade 5 experience most difficulty with Reporting Category – Physical Science. Students performing at the mastery level of this reporting category will generally be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

- On the 2013 FCAT Science, 43% of fifth grade students scored at or above achievement level 4. Our target for 2014 is 44%. Students in grade 5 had difficulty with Reporting Category – Nature of Science. Students performing at the mastery level of this reporting category will consistently be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

Plan to Monitor Progress Toward the Goal

FCIM Process

Person or Persons Responsible
MTSS/RTI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
District Interim Assessments, FCAT 2.0

G5. In 2013 the number of STEM-related experiences provided for our students was 5. Our target for 2014 is to have 6 STEM-related experiences provided for our students.

Targets Supported
- STEM

- STEM - All Levels

Resources Available to Support the Goal
- Teachers

Targeted Barriers to Achieving the Goal
- In 2013, 26% of our students participated in STEM-related experiences. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in STEM-related PROJECT-BASED LEARNING.

Plan to Monitor Progress Toward the Goal

FCIM P

Person or Persons Responsible
MTSS/RTIROCESS

Target Dates or Schedule:
Monthly

Evidence of Completion:
Implementation of STEM-related experiences

G6. In monitoring the Early Warning Systems, our school will maximize instructional time and increase student attendance.

Targets Supported

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Counselor

Targeted Barriers to Achieving the Goal

- In 2013, 5% of our students missed 10% or more of available instructional time. Our target for 2014 is 4%.

- In 2013, 4% of our students received 2 or more behavior referrals. Our target for 2014 is 3%. Additionally, in 2013, 0% of our students had behavior referrals that lead to suspension. Our target for 2014 is 0%.

- In 2013, 2% of our students in grades PreK to 5 were retained. Our target for 2014 is 1%.

- In 2013, 35% of our students were not proficient in reading by 3rd grade. Our target for 2014 is 32%.

Plan to Monitor Progress Toward the Goal

FCIM Process

Person or Persons Responsible
MTSS/RTI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
District Interim Assessments, FCAT 2.0

Action Plan for Improvement

Problem Solving Key

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

G1. On the 2013 FCAT 2.0 66% of our students scored Level 3 or higher. Our target for 2014 is 69%.

G1.B1 On the 2013 FCAT 2.0, 28% of our students scored at Level 3. Our target for 2014 is 32% An area of deficiency as noted on the 2013 FCAT 2.0 was Reporting Category 2: Reading Application. Due to limited exposure to text structures such as theme and topic in fiction and nonfiction texts.

G1.B1.S1 Provide students with multiple opportunities to access text structures which will expose them to theme and topic in both fiction and nonfiction text.

Action Step 1

During Differentiated Instruction students will use real world documents such as articles and brochures to interpret and organize information. During whole group instruction, students will utilize text feature charts as well as analyze text features with the support of the teacher.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing, daily

Evidence of Completion

Student work

Action Step 2

Identify students for placement in ELL tutoring

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Beginning of school year

Evidence of Completion

Tutoring rosters.

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

Monitor implementation through classroom visits

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, pacing guides, student authentic work

Plan to Monitor Effectiveness of G1.B1.S1

FCIM process

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

On-going progress monitoring assessments

G1.B2 On the 2013 FCAT 2.0, 36% of our students scored at or above achievement level 4. Our target for 2014 is 38%. An area of deficiency as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary. This is due to limited exposure of activities where students identify shades of meaning in related words and analyze words in text.

G1.B2.S1 Provide students with multiple opportunities to explore vocabulary and analyze words in text.

Action Step 1

Across each grade level, teachers will develop and maintain word walls with the input and assistance of students. Teachers will provide opportunities for students to analyze words in text with the use of context clue charts. Teachers will provide opportunities for students to identify shades of meaning in related words through the use of word arrays.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, student work

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

Monitor implementation through classroom visits and review of lesson plans

Person or Persons Responsible

The MTSS/RTI team

Target Dates or Schedule

Daily, monthly

Evidence of Completion

Lesson Plans and student work.

Plan to Monitor Effectiveness of G1.B2.S1

FCIM Process

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

On-going progress monitoring assessments and in-house assessments

G1.B3 On the 2013 FCAT 2.0, 76% of our students achieved learning gains. Our target for 2014 is 78%. As noted on the 2013 FCAT 2.0 administration, an area of deficiency was Reporting Category 3: Literary Analysis/Fiction/Nonfiction. This is due to limited exposure to descriptive and figurative language.

G1.B3.S1 Provide students with multiple opportunities to access text with descriptive and figurative language.

Action Step 1

Students will be engaged in different forms of poetry and practice identifying descriptive language which defines moods and provides imagery. Teachers will model how to explore the author's craft through the use of an open mind and character chart.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing, daily

Evidence of Completion

Student work, Lesson plans

Action Step 2

The Accelerated Reader Program will be utilized throughout to enhance literacy analysis in fiction and nonfiction genre.

Person or Persons Responsible

Media Specialist, Classroom Teacher

Target Dates or Schedule

Ongoing, Daily

Evidence of Completion

Accelerated Reader Reports

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

Monitor implemetation through classroom visits

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, pacing guides, student authentic work

Plan to Monitor Effectiveness of G1.B3.S1

FCIM Process

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

On-going progress monitoring assessments

G1.B4 On the 2013 FCAT 2.0, 84% of our lowest 25% achieved learning gains. Our target for 2014 is 86%. An area of deficiency as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process. This is due to limited exposure to the process of determining the validity and reliability of information in text.

G1.B4.S1 Provide students with multiple opportunities to the process of determining the validity and reliability of information in text.

Action Step 1

During Intervention, students in grades three through five in the lowest quartile will be provided 150 minutes of Reading intervention weekly utilizing research-based intervention materials.

Person or Persons Responsible

Hourly certified teachers

Target Dates or Schedule

On-going, daily

Evidence of Completion

Intervention schedules, ISIS PF9, PF14, PF1

Action Step 2

During Differentiated Instruction students will use real world documents such as articles and brochures to interpret and organize information. During whole group instruction, students will utilize text feature charts as well as analyze text features with the support of the teacher.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going, daily

Evidence of Completion

Lesson plans, student work

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

Monitor implemetation through classroom visits

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, pacing guides, student authentic work.

Plan to Monitor Effectiveness of G1.B4.S1

FCIM Process

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

On-going progress monitoring assessments

G1.B5 On the 2013 CELLA listening and speaking subtest, 54% of our students achieved proficiency. Our target for 2014 is 59%. An area in need of improvement is additonal experiences in listening and speaking in English.

G1.B5.S1 Provide students with additonal experiences in listening and speaking in English.

Action Step 1

During instruction, students will be provided with opportunities to listen to read-alouds and think-alouds and participate in readers theatre. Students will participate in cooperative learning groups to provide opportunities for role play.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, student work

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

Monitor implementation through classroom visits

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Lesson plans, pacing guides, student work

Plan to Monitor Effectiveness of G1.B5.S1

FCIM Process

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

On-going progress monitoring assessments

G1.B6 On the 2013 CELLA reading subtest, 28% of our students achieved proficiency. Our target for 2014 is 35%. An area in need of improvement is additional opportunities in and outside of the classroom to read in English.

G1.B6.S1 Provide students with additional opportunities in and outside of the classroom to read in English.

Action Step 1

During Differentiated Instruction, teachers will engage in reciprocal reading strategies. Through the use of Venn Diagrams, students will compare and contrast theme, setting and plot. KWL charts will be utilized to build background knowledge.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going, daily

Evidence of Completion

student work

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

Monitor implementation through classroom visits.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, pacing guides, student work

Plan to Monitor Effectiveness of G1.B6.S1

FCIM Process

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

On-going progress monitoring assessments

G1.B7 On the 2013 CELLA writing subtest, 27% of our students achieved proficiency. Our target for 2014 is 34%. An area in need of improvement is additional opportunities to practice academic writing in English in and outside of the classroom.

G1.B7.S1 Provide students with multiple opportunities to practice academic writing in English in and outside of the classroom.

Action Step 1

Students will determine the main idea of the text, recount the details and explain how they support the main idea through the use of reading response journals/logs. Students will participate in the school-wide monthly writing activities.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going, daily

Evidence of Completion

Student work

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

Monitor implementation through classroom visits

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, pacing guides, student work

Plan to Monitor Effectiveness of G1.B7.S1

FCIM Process

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

On-going progress monitoring

G2. On the 2013 FCAT Writing 58% of our students scored 3.5 or higher. Our target for 2014 is 62%.

G2.B1 On the 2013 FCAT 2.0, 58% of our students scored at 3.5 or higher. Our target for 2014 is 62%. Students experience difficulty in creating interest by adding supporting details on both narrative and expository essays.

G2.B1.S1 Provide students with multiple opportunities within instruction designed to add supporting details in both narrative and expository writing.

Action Step 1

During writing collaborative discussions, students will build on other students' thoughts and ideas to assist them in adding supporting details such as dialogue and similes. Students will read narrative and expository pieces to identify text structure and author's craft techniques. Additionally, anchor papers will be utilized as a tool for creating their own narrative and expository pieces. Teachers will be provided with professional development opportunities that utilize drafting techniques that sustain writing by moving from a plan to draft writing.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going daily

Evidence of Completion

Lesson plans, student writing pieces

Facilitator:

Reading coach

Participants:

All teachers

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

Monitor implementation through classroom visits

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, student sample writing pieces

Plan to Monitor Effectiveness of G2.B1.S1

FCIM Process

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly writing samples

G3. On the 2013 FCAT 2.0 71% of our students scored Level 3 or higher. Our target for 2014 is 72%.

G3.B1 On the 2013 FCAT 2.0, 29% of our students scored below a level 3. Our target for 2014 is 31%. An area of deficiency was Reporting Category - Number: Base Ten and Fractions. This is due to students' limited exposure to mathematical practices involving problem solving in the areas of relating decimals, fractions and percent as well as comparing and ordering fractions and decimals.

G3.B1.S1 Provide students with multiple opportunities to solve mathematical problems involving problem solving in the areas of relating decimals, fractions and percent as well as comparing and ordering fractions and decimals.

Action Step 1

Students will be provided with opportunities for comparing and ordering fractions, mixed numbers and decimals. Students will add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going, daily

Evidence of Completion

Lesson plans, student work

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

Monitor implementation through classroom visits

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, pacing guides, student authentic work

Plan to Monitor Effectiveness of G3.B1.S1

FCIM Process

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

On-going progress monitoring assessments

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B2 On the 2013 FCAT 2.0, 40% of our students scored at or above achievement level 4. Our target for 2014 is 41%. An area of deficiency was Reporting Category - Number: Operations & Problems. This is due to students' limited exposure to multi-digit multiplication, patterns, expressions, and equations.

G3.B2.S1 Provide students with multiple opportunities to solve multi-digit multiplication, patterns, expressions, and equations.

Action Step 1

Students will be provided with opportunities to multiply multi-digit whole numbers, including solving real-world problems and checking reasonableness of results. Teachers will be provided with professional development opportunities that utilize Common Core best practices in the areas of solving real-world problems and strategies on how to apply learned concepts in real-life situations.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going, daily

Evidence of Completion

Lesson plans, student work

Facilitator:

Mathematics Liaison

Participants:

All mathematics teachers

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

Monitor implementation through classroom visits

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, pacing guides, student mathematics journals

Plan to Monitor Effectiveness of G3.B2.S1

FCIM Process

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

On-going progress monitoring assessments

G3.B3 On the 2013 FCAT 2.0, 71% of our students achieved learning gains. Our target for 2014 is 74%. An area of deficiency was Reporting Category – Expressions, Equations, & Statistics. This is due to limited exposure in the areas of solving equations and analyzing data.

G3.B3.S1 Provide students with multiple opportunities to solve equations and analyze data.

Action Step 1

Students will construct and analyze line graphs and double bar graphs and differentiate between continuous and discrete data to determine ways to represent graphs and diagrams. Teachers will focus lessons that build a foundation for later understanding of functional relationships by providing students with learning experiences that require them to create rules that describe those relationships.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going, daily

Evidence of Completion

Student authentic work

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

Monitor implementation through classroom visits

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, pacing guides

Plan to Monitor Effectiveness of G3.B3.S1

FCIM Process

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

On-going progress monitoring assessments

G3.B4 On the 2013 FCAT 2.0, 66% of our lowest 25% achieved learning gains. Our target for 2014 is 69%. An area of deficiency was Reporting Category - Geometry and Measurement. This is due to limited exposure to grade-level appropriate activities that promote describing, comparing, classifying, building, drawing, and analyzing models to develop measurement skills

G3.B4.S1 Provide students with multiple opportunities that promote describing, comparing, classifying, building, drawing, and analyzing models to develop measurement skills.

Action Step 1

Students will compose and decompose models in order to describe the building process. Students will calculate perimeter, measure various objects to nearest unit of the metric system, and determine the amount of time elapsed.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going, daily

Evidence of Completion

Student work

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

Monitor implementation through classroom visits

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, pacing guides, student work

Plan to Monitor Effectiveness of G3.B4.S1

FCIM Process

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

On-going Progress Monitoring Assessments

G3.B5 On the 2013 FCAT 2.0, 33% of our Students With Disabilities subgroup achieved proficiency. Our target for 2014 is 47%. An area of deficiency was Reporting Category - Geometry and Measurement. This is due to limited exposure to grade-level appropriate activities that promote describing, comparing, classifying, building, drawing, and analyzing models to develop measurement skills.

G3.B5.S1 Provide students with multiple opportunities on grade-level appropriate activities that promote describing, comparing, classifying, building, drawing, and analyzing models to develop measurement skills.

Action Step 1

Students will compose and decompose models in order to describe the building process. Students will calculate perimeter, measure various objects to nearest unit of the metric system, and determine the amount of time elapsed.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Student work

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

Monitor implementation through classroom visits

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, pacing guides, authentic work

Plan to Monitor Effectiveness of G3.B5.S1

FCIM Pocess

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

On-going progress monitoring

G4. On the 2013 FCAT Science, 23% of our students scored a level 3. Our target for 2014 is 25%.

G4.B1 On the 2013 FCAT Science, 23% of fifth grade students scored at a level 3. Our target for 2014 is 25%. Students in grade 5 experience most difficulty with Reporting Category – Physical Science. Students performing at the mastery level of this reporting category will generally be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

G4.B1.S1 Provide students with multiple opportunities to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Action Step 1

Teachers will increase rigor in science writing as evidences in science journals and in laboratory conclusions as delineated by Common Core standards. Teachers will promote project-based learning throughout the school year. Teachers will be provided with professional development opportunities in technology based programs such as Gizmos, FCAT Explorer, and Discovery.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going, daily

Evidence of Completion

Student science journals, computer lab schedule

Facilitator:

Science Liaison

Participants:

All Science teachers

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

Monitor implementation through classroom visits

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, pacing guides, Science journals

Plan to Monitor Effectiveness of G4.B1.S1

FCIM Process

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

On-going progress monitoring assessments

G4.B2 On the 2013 FCAT Science, 43% of fifth grade students scored at or above achievement level 4. Our target for 2014 is 44%. Students in grade 5 had difficulty with Reporting Category – Nature of Science. Students performing at the mastery level of this reporting category will consistently be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

G4.B2.S1 Provide students with multiple opportunities to consistently be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

Action Step 1

Promote the use of instructional technology such as Gizmos to enhance and remediate students' conceptual understanding of topics being addressed. Monitor and support the implementation of rigorous activities, higher-order questioning strategies to increase student conceptual understanding.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going, Daily

Evidence of Completion

Student authentic work, science journals, science labs

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

Monitor implementation through classroom visits

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, pacing guides, student work

Plan to Monitor Effectiveness of G4.B2.S1

FCIM Process

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

On-going progress monitoring assessments

G5. In 2013 the number of STEM-related experiences provided for our students was 5. Our target for 2014 is to have 6 STEM-related experiences provided for our students.

G5.B1 In 2013, 26% of our students participated in STEM-related experiences. In order to emphasize/ engage students in the problem solving process, we need to increase the number of students participating in STEM-related PROJECT-BASED LEARNING.

G5.B1.S1 Provide students with multiple opportunities that will emphasize/engage students in the problem solving process. In doing so, we will increase the number of students participating in STEM-related PROJECT-BASED LEARNING.

Action Step 1

We will establish a timeline for the development of student projects and increase the participation in STEM-related activities (i.e. "Mad About Science" Day, Green School participation, participation in the Science Environmental Center field trip) We will increase the participation in STEM-related experiences to include all students from Pre-Kindergarten through fifth grade through project-based learning experiences where students work together such as Science Fair.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going, daily

Evidence of Completion

Student projects, Mathematics and Science journals

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

Monitor through observation and the utilization of rubrics during STEM-related experiences.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, STEM-related rubrics, student projects

Plan to Monitor Effectiveness of G5.B1.S1

FCIM Process

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

An increase in the number of STEM-related experiences and in the percentage of students participating in STEM-related eperiences

G6. In monitoring the Early Warning Systems, our school will maximize instructional time and increase student attendance.

G6.B1 In 2013, 5% of our students missed 10% or more of available instructional time. Our target for 2014 is 4%.

G6.B1.S1 We will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.

Action Step 1

students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/ RTI team.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

On-going, monthly

Evidence of Completion

attendance reports

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

Monitor attendance reports daily

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Daily, on-going

Evidence of Completion

Attendance reports

Plan to Monitor Effectiveness of G6.B1.S1

FCIM Process

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

On-going, daily

Evidence of Completion

attendance reports

G6.B2 In 2013, 4% of our students received 2 or more behavior referrals. Our target for 2014 is 3%. Additionally, in 2013, 0% of our students had behavior referrals that lead to suspension. Our target for 2014 is 0%.

G6.B2.S1 We will decrease students who receive 2 or more behavior referrals. In addition, we will maintain our suspension rate at 0%.

Action Step 1

We will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

a decrease in the amount of referrals

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

Monitor implementation through counseling/behavioral referrals.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Counselling visitation logs, referrals.

Plan to Monitor Effectiveness of G6.B2.S1

FCIM Process

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Counseling/behavioral referrals

G6.B3 In 2013, 2% of our students in grades PreK to 5 were retained. Our target for 2014 is 1%.

G6.B3.S1 We will decrease the percentage of retained students in grades PreK to 5 by providing all eligible students with remediation as needed.

Action Step 1

Tutorial programs will be established to address students areas' of need.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Weekly

Evidence of Completion

tutorial schedules

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

Monitor implementation through classroom visits.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, tutorial programs attendance records, student work

Plan to Monitor Effectiveness of G6.B3.S1

FCIM Process

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

On-going progress monitoring

G6.B4 In 2013, 35% of our students were not proficient in reading by 3rd grade. Our target for 2014 is 32%.

G6.B4.S1 We will decrease the number of students who are not proficient in reading by grade 3 by providing in-house interventions in grades Kindergarten through 2nd.

Action Step 1

Students who are deemed as non proficient readers within their grade level in grades Kindergarten through 2nd will receive in-house research based interventions.

Person or Persons Responsible

Interventionist

Target Dates or Schedule

Daily

Evidence of Completion

Student work, tutorial schedules

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

Monitor implementation through classroom visits

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, schedules, tutorial attendance records

Plan to Monitor Effectiveness of G6.B4.S1

FCIM Process

Person or Persons Responsible

MTSS/ RTI

Target Dates or Schedule

Monthly

Evidence of Completion

On-going progress monitoring assessments

Coordination and Integration

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

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

Title I, Part A
The Title I funds at Emerson Elementary will be used to purchase human resources and/or supplies to provide tutoring or enrichment for students. Services will be provided to ensure students requiring additional remediation are assisted through before, during, and after-school programs. The Leadership Team develops, leads, and evaluates school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Bilingual Parent Outreach Program and special support services to special needs populations.

Title I, Part C
Migrant Funds support high quality education programs for migratory children and help ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards. Funds also ensure that migratory children not only are provided with appropriate education services (including supportive services) that address their special needs but also that such children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet. Federal funds are allocated by formula to SEAs, based on each state's per pupil expenditure for education and counts of eligible migratory children, age 3 through 21, residing within the state.

Title I, Part D
The Safe and Drug Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors and / or TRUST specialists. Training and technical assistance for elementary, middle and senior high teachers, administrators, counselors and / or TRUST specialists is also a component of this program.

Title II
N/A

Title III
Title III funds at Emerson Elementary are used to supplement and enhance the programs for English Language Learner (ELL)
and immigrant students by providing funds to implement and/or provide:
• Tutorial programs (specifically "Voyager" tutoring hourly teachers)
• Parent outreach activities
• Professional development on best practices for ESOL and content area teachers
• Coaching and mentoring for ESOL and content area teachers
• Reading and supplementary instructional material

Title VI, Part B - NA

Title X- Homeless
The Homeless Assistance Program seeks to ensure a successful education experience for homeless children by collaborating with parents, schools and the community. All schools are eligible to receive services and will do so upon identification and classification of the students as homeless. Project Upstart, Homeless Children & Youth Program assists schools with the identification enrollment attendance and transportation of homeless students.

Supplemental Academic Instruction (SAI)
N/A
Violence Prevention Programs
Emerson Elementary School will implement the following programs: My Very Own Book About Me Program; Anti-Bullying School Wide Campaign; Do The Right Thing Program; In-house STAR Program
The above services will be provided should funds become available for the 2013-2014 school year and should FLDOE approve
the application.
The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
Nutrition Programs
To safeguard the nutritional integrity and well-being of children through the management of school food service and nutrition education programs consistent with their nutritional needs, by serving nutritionally adequate meals.
To promote nutrition and health education for the formation of good eating habits and good health, recognizing the demonstrated relationship between good nutrition with the capacity of children to learn and develop, and the prevention of chronic disease.
To encourage and promote a unified effort between school personnel and the community to assure an opportunity for adequate nutrition and educational programs for every student.
To establish a positive perception of school food service and nutrition education programs, by serving as the primary source of state-of-the-art information, for the school food service marketplace.
Housing Programs - N/A
Head Start
N/A
Adult Education
N/A
Career and Technical Education
N/A
Job Training
N/A
Other
Parental
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.
Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.
Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.
Additionally, the JM-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration is to be completed by families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.
Health Connect in Our Schools
• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a

Nurse (shared between schools) and a full-time Health Aide.
• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
• HCiOS enhances the health education activities provided by the schools and by the health department.
• HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.
HIV/AIDS Curriculum: AIDS Get the Facts!
• AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
• HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.
Miami Lighthouse / Heiken Children's Vision Program
• Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G2. On the 2013 FCAT Writing 58% of our students scored 3.5 or higher. Our target for 2014 is 62%.

G2.B1 On the 2013 FCAT 2.0, 58% of our students scored at 3.5 or higher. Our target for 2014 is 62%. Students experience difficulty in creating interest by adding supporting details on both narrative and expository essays.

G2.B1.S1 Provide students with multiple opportunities within instruction designed to add supporting details in both narrative and expository writing.

PD Opportunity 1

During writing collaborative discussions, students will build on other students' thoughts and ideas to assist them in adding supporting details such as dialogue and similes. Students will read narrative and expository pieces to identify text structure and author's craft techniques. Additionally, anchor papers will be utilized as a tool for creating their own narrative and expository pieces. Teachers will be provided with professional development opportunities that utilize drafting techniques that sustain writing by moving from a plan to draft writing.

Facilitator

Reading coach

Participants

All teachers

Target Dates or Schedule

On-going daily

Evidence of Completion

Lesson plans, student writing pieces

G3. On the 2013 FCAT 2.0 71% of our students scored Level 3 or higher. Our target for 2014 is 72%.

G3.B2 On the 2013 FCAT 2.0, 40% of our students scored at or above achievement level 4. Our target for 2014 is 41%. An area of deficiency was Reporting Category - Number: Operations & Problems. This is due to students' limited exposure to multi-digit multiplication, patterns, expressions, and equations.

G3.B2.S1 Provide students with multiple opportunities to solve multi-digit multiplication, patterns, expressions, and equations.

PD Opportunity 1

Students will be provided with opportunities to multiply multi-digit whole numbers, including solving real-world problems and checking reasonableness of results. Teachers will be provided with professional development opportunities that utilize Common Core best practices in the areas of solving real-world problems and strategies on how to apply learned concepts in real-life situations.

Facilitator

Mathematics Liaison

Participants

All mathematics teachers

Target Dates or Schedule

On-going, daily

Evidence of Completion

Lesson plans, student work

G4. On the 2013 FCAT Science, 23% of our students scored a level 3. Our target for 2014 is 25%.

G4.B1 On the 2013 FCAT Science, 23% of fifth grade students scored at a level 3. Our target for 2014 is 25%. Students in grade 5 experience most difficulty with Reporting Category – Physical Science. Students performing at the mastery level of this reporting category will generally be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

G4.B1.S1 Provide students with multiple opportunities to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

PD Opportunity 1

Teachers will increase rigor in science writing as evidences in science journals and in laboratory conclusions as delineated by Common Core standards. Teachers will promote project-based learning throughout the school year. Teachers will be provided with professional development opportunities in technology based programs such as Gizmos, FCAT Explorer, and Discovery.

Facilitator

Science Liaison

Participants

All Science teachers

Target Dates or Schedule

On-going, daily

Evidence of Completion

Student science journals, computer lab schedule

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 FCAT 2.0 66% of our students scored Level 3 or higher. Our target for 2014 is 69%.	$38,778
G6.	In monitoring the Early Warning Systems, our school will maximize instructional time and increase student attendance.	$34,000
	Total	$72,778

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Total
Title I	$68,000	$0	$68,000
Title III	$3,000	$0	$3,000
SAC funds	$0	$1,778	$1,778
Total	$71,000	$1,778	$72,778

Budget Details

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

G1. On the 2013 FCAT 2.0 66% of our students scored Level 3 or higher. Our target for 2014 is 69%.

G1.B1 On the 2013 FCAT 2.0, 28% of our students scored at Level 3. Our target for 2014 is 32% An area of deficiency as noted on the 2013 FCAT 2.0 was Reporting Category 2: Reading Application. Due to limited exposure to text structures such as theme and topic in fiction and nonfiction texts.

G1.B1.S1 Provide students with multiple opportunities to access text structures which will expose them to theme and topic in both fiction and nonfiction text.

Action Step 2

Identify students for placement in ELL tutoring

Resource Type

Personnel

Resource

Teachers utilized as tutors

Funding Source

Title III

Amount Needed

$3,000

G1.B3 On the 2013 FCAT 2.0, 76% of our students achieved learning gains. Our target for 2014 is 78%. As noted on the 2013 FCAT 2.0 administration, an area of deficiency was Reporting Category 3: Literary Analysis/Fiction/Nonfiction. This is due to limited exposure to descriptive and figurative language.

G1.B3.S1 Provide students with multiple opportunities to access text with descriptive and figurative language.

Action Step 2

The Accelerated Reader Program will be utilized throughout to enhance literacy analysis in fiction and nonfiction genre.

Resource Type

Evidence-Based Program

Resource

Accelerated Reader Program

Funding Source

SAC funds

Amount Needed

$1,778

G1.B4 On the 2013 FCAT 2.0, 84% of our lowest 25% achieved learning gains. Our target for 2014 is 86%. An area of deficiency as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process. This is due to limited exposure to the process of determining the validity and reliability of information in text.

G1.B4.S1 Provide students with multiple opportunities to the process of determining the validity and reliability of information in text.

Action Step 1

During Intervention, students in grades three through five in the lowest quartile will be provided 150 minutes of Reading intervention weekly utilizing research-based intervention materials.

Resource Type

Personnel

Resource

Hourly certified teachers

Funding Source

Title I

Amount Needed

$34,000

G6. In monitoring the Early Warning Systems, our school will maximize instructional time and increase student attendance.

G6.B4 In 2013, 35% of our students were not proficient in reading by 3rd grade. Our target for 2014 is 32%.

G6.B4.S1 We will decrease the number of students who are not proficient in reading by grade 3 by providing in-house interventions in grades Kindergarten through 2nd.

Action Step 1

Students who are deemed as non proficient readers within their grade level in grades Kindergarten through 2nd will receive in-house research based interventions.

Resource Type

Personnel

Resource

Hourly teachers

Funding Source

Title I

Amount Needed

$34,000