2013-2014 SCHOOL IMPROVEMENT PLAN

Blue Lakes Elementary School

9250 SW 52ND TER

Miami, FL 33165

305-271-7411

http://bluelakeselementary.dadeschools.net

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	Yes	64%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	90%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
C	B	B	A	A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Blue Lakes Elementary School

Principal
Aida Marrero M

School Advisory Council chair
Lourdes Cuervo

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

Name	Title
Aida Marrero	Principal
Vivan	Bouza-Debs
Karen Renaud	Kindergarten Grade Level Chair
Maria Bonilla	First Grade Level Chair
Marlene Torres	Second Grade Level Chair
Ilene Ginarte	Third Grade Level Chair
Natalie Garcia	Fourth Grade Level Chair
Jennifer Kerr	Fifth Grade Level Chair
Lourdes Cuervo	Media Specialist
Karol Pena	Counselor
Mirtha Regueiro	Program Specialist

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

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

School Advisory Council (SAC)

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

Membership of the SAC

The SAC membership at Blue Lakes Elementary consist of: 1-Principal, 6- Teachers, 1- UTD Steward, 5 Parents, 1 Student, 1- Ed Support Employee, 2- Business/Community Reps, 1 Board of Director, 1 Alt. Principal, 1- Alt Teacher, 1- Alt .Parent, 1- Alt. Ed. Support, and 1-Alt. Student,. In addition meetings are open to anyone that would like to attend.

Involvement of the SAC in the development of the SIP

The EESAC meets as needed to discuss and enhance the curriculum at Blue Lakes Elementary. A team of administrators, teachers, and members met to discuss needed improvements and goals for the School Improvement Plan.

Activities of the SAC for the upcoming school year

The SAC will meet to provide support for the instructional curriculum at Blue Lakes Elementary. In addition, the SAC team will ensure the needs of the student body is met.This year, the SAC committee is working on obtaining the web based version of Accelerated Reader to enhance our school-wide reading program.

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

The projected use of school improvement funds will be allocated for an hourly intervention teacher to assist students with the curriculum.

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:

Aida Marrero M		
Principal	Years as Administrator: 23	Years at Current School: 8

Credentials	Elem. Education, Primary Education,and Education Leadership
Performance Record	2013- School Grade B Rdg. Proficiency, 72% Math Proficiency, 52% Rdg. Lrg. Gains, 74% Math Lrg. Gains, 53% Rdg. Imp. of Lowest 25%, 74% Math imp. of Lowest 25%, 49% Rdg. AMO, 75% Math AMO, 73% 2012 – School Grade B Rdg. Proficiency, 66% Math Proficiency,51% Rdg. Lrg. Gains,67% Math Lrg. Gains,55% Rdg. Imp. of Lowest 25% -53% Math imp. of Lowest 25%-53% Rdg. AMO- Math AMO 2011 – School Grade A Rdg. Proficiency, 87% Math Proficiency,87% Rdg. Lrg. Gains,44% Math Lrg. Gains,49% Rdg. Imp. of Lowest 25% -64% Math imp. of Lowest 25%-61% 2010 School Grade A Rdg. Proficiency,94% Math Proficiency,91% Rdg. Lrg. Gains, 79% Math Lrg. Gains, 76% Rdg. Imp. of Lowest 25% - 75% Math imp. of Lowest 25%- 82% 2009 School Grade B Rdg. Proficiency, 85% Math Proficiency, 81% Rdg. Lrg. Gains, 70% Math Lrg. Gains, 67% Rdg. Imp. of Lowest 25% - 48% Math imp. of Lowest 25%- 65%

Vivian Bouza-Debs		
Asst Principal	Years as Administrator: 7	Years at Current School: 5

Credentials	History, Elementary, MS endorsement, Ed. Leadership
Performance Record	2013- School Grade B Rdg. Proficiency, 72% Math Proficiency, 52% Rdg. Lrg. Gains, 74% Math Lrg. Gains, 53% Rdg. Imp. of Lowest 25%, 74% Math imp. of Lowest 25%, 49% Rdg. AMO, 75% Math AMO, 73% 2012 – School Grade B Rdg. Proficiency, 66% Math Proficiency,51% Rdg. Lrg. Gains,67% Math Lrg. Gains,55% Rdg. Imp. of Lowest 25% -53% Math imp. of Lowest 25%-53% Rdg. AMO- Math AMO 2011 – School Grade A Rdg. Proficiency, 87% Math Proficiency,87% Rdg. Lrg. Gains,44% Math Lrg. Gains,49% Rdg. Imp. of Lowest 25% -64% Math imp. of Lowest 25%-61%

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers

47

 # receiving effective rating or higher
29, 62%

 # Highly Qualified Teachers
62%

 # certified in-field
29, 62%

 # ESOL endorsed
34, 72%

 # reading endorsed
1, 2%

 # with advanced degrees
22, 47%

 # National Board Certified
3, 6%

 # first-year teachers
4, 9%

 # with 1-5 years of experience
6, 13%

 # with 6-14 years of experience
23, 49%

 # with 15 or more years of experience
14, 30%

Education Paraprofessionals

# of paraprofessionals
17

 # Highly Qualified
17, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

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

Teacher Recruitment and Retention Strategies

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

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

The administrators work collaboratively with teachers to ensure they are teaching in a safe and welcoming environment. The school works as a team to develop staff moral and effectiveness.

Administrators encourage teacher to take advantage of Professional Development opportunities on and off-campus. In addition, administrators work with teachers for advancement opportunities within the school.

Teacher Mentoring Program/Plan

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

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

At Blue Lakes Elementary the teachers, faculty, and staff work collaboratively to ensure everyone is confident and aware of our common goal. Teachers with several years in their field are paired up with novice teachers for mentoring.

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

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

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

The Principal and Assistant Principal represent the administrative team of the school. Each Grade Level Chairperson represents their grade level and are the voice of the teachers in that grade level. The Program Specialist represents all the SPED teachers – self-contained and resource. The Media Specialist provides support with media materials, Accelerated Reader, and Reading Plus Programs and assists with data.collection. The counselor assists as needed.

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

Blue Lakes Elementary School's MTSS Team and the RtI Team consist of Aida Marrero, Principal, Vivian Bouza-Debs Assistant Principal, Karol Pena Counselor, Ms. Renaud - K Grade Level Chairperson, Mrs. Martin, 1st grade, Mrs. Saxon, 2nd grade, Mrs. Ginarte, 3rd grade, Mrs. Montalvo, 4th grade, and Mrs. Kerr, 5th grade. Mirtha Regueiro Program Specialist, Lourdes Cuervo Media Specialist, Jeanie Redero School Psychologist, and Christina Yip Reading Interventionist. Each of the aforementioned positions are included in the MTSS Leadership Team because they each represent an integral part of the school. The MTSS Team at Blue Lakes Elementary School met with the EESAC and Principal to develop the SIP. The team provided information and data regarding student needs targeting Tier 1, 2, 3 students, including but not limited to academic, social and emotional areas. They set goals and expectations to address the development of a system that facilitates learning and teaching strategies. The RtI provides data on all students and suggestions for student achievement

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

The team meets once a month to engage in the following activities: use and review data and collaborate to make instructional decisions, review progress monitoring data, identify students that are at risk/moderate risk or exceeding expectations. The ideas discussed include instructional and behavioral methodologies, practices and support for all students. Pacing Guides are reviewed and implemented. This ensures that all students are involved in curriculum based standards and that there are common assessments for all sub-groups. Intervention and enrichment opportunities are available to students.

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

After analyzing the FCAT scores, the administration will group students by subgroups and tier level. These lists will be provided to the teachers to implement guided reading strategies, differentiated instruction, and interventions. Interventions will be implemented based on the Blue Lakes Elementary Intervention Pyramid. Each of the subject areas: Reading, Mathematics, Science, and Writing will follow the appropriate implementation at each of the Tiers. Tier 1: Push in teacher, Pull Out teachers, LEP Academy, SES After-school Tutoring, PMP (Parent Conference). Tier II implementation will consist of conferencing with student to review progress monitoring, and academic counseling. Tier III implementation will consist of SST meetings to determine the appropriate course of action to be implemented to ensure that students' needs are met. The RtI implementation for the Behavioral process will be included at the Tier I level, push in, push out teachers, Lep Academy, SES afterschool tutoring, PMP (parent conferencing) as well as the counselor will be invited. At Tier II along with conferencing with the student to review progress monitoring ,behavioral monitoring plan, behavioral counseling, and parent conferencing. At the Tier III level, SST conferencing and behavioral implementation of Functional Assessment Behavior (FAB), and Behavioral Intervention Plan (BIP) will be discussed to ensure students' needs are being addressed. The focus of RtI Implementation will focus on results not the process to ensure that all efforts are made and student intervention is met before placing students in appropriate programs.

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

The team will meet once a month to engage in the following activities: use and review data and collaborate to make instructional decisions, review progress monitoring data, identify students that are at risk/moderate risk or exceeding expectations. The ideas discussed include instructional and behavioral methodologies, practices and support for all students. Collaborative curriculum planning is implemented at grade level meetings. This ensures that all students are involved in curriculum based standards and that there are common assessments for all sub-groups. Intervention and enrichment opportunities are available to students

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students

Minutes added to school year:

N/A

Strategy Purpose(s)
""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Aida Marrero	Principal
Vivian Bouza-Debs	Assistan Principal
Karen Renaud	Kindergarten Chairpoerson
Maria Bonilla	First Grade Chairperson
Marlene Torres	Second Grade Chairperson
Ilene Ginarte	Third Grade Chairperson
Natalie Garcia	Fourth Grade Chairperson
Jennifer Kerr	Fifth Grade Chairperson
Lourdes Cuervo	Media Specialist
Karol Pena	School Counselor
Mirtha Regueiro	Program Specialist

How the school-based LLT functions

The team will meet once a month to engage in the following activities: use and review data and collaborate to make instructional decisions, review progress monitoring data, identify students that are at risk/moderate risk or exceeding expectations. The ideas discussed include instructional and behavioral methodologies, practices and support for all students. Collaborative curriculum planning is implemented at grade level meetings. This ensures that all students are involved in curriculum based standards and that there are common assessments for all sub-groups. Intervention and enrichment opportunities are available to students.

Major initiatives of the LLT

During the 2013-2014, grades 3 to 5 will continue to departmentalize instruction. Students will obtain individual schedules. A team of teachers along with administrators and LLT members will meet once a month to discuss cross-curricular progress of student performance as evident through assessments in each of the subject areas.

Every Teacher Contributes to Reading Instruction

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

Teachers are encouraged to participate in Professional Development opportunities to keep abreast with new Reading programs and strategies. Teachers meet collaboratively within grade levels and with administrators to review new concepts. The LLT team provides support based on student needs. In addition, each grade level has an assigned supplemental literature book which will be discussed as a class and grade level. Different activities are planned to ensure students comprehension of the book. Staff members throughout the school are reading the book and discussing it with the students to encourage literacy. This school-wide reading initiative is in addition to the new McGraw-Hill Wonders series.

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

Preschool teachers meet with Kindergarten teachers for articulation at the end of school year. Students are placed according to learning needs. Parents of students in the Autism Academy meet with the MTSS team to determine placement for the incoming school year.

College and Career Readiness

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

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

N/A

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

Strategies for improving student readiness for the public postsecondary level

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	72%	72%	Yes	75%
American Indian				
Asian				
Black/African American				
Hispanic	69%	71%	Yes	72%
White	91%	79%	No	92%
English language learners	61%	57%	No	65%
Students with disabilities	50%	30%	No	55%
Economically disadvantaged	66%	66%	Yes	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	30%	32%
Students scoring at or above Achievement Level 4	92	42%	43%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		30%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		74%	77%
Students in lowest 25% making learning gains (FCAT 2.0)		74%	77%

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)	65	50%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	29	23%	31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	32	25%	33%

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	50	68%	71%
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	70%	52%	No	73%
American Indian				
Asian				
Black/African American				
Hispanic	68%	51%	No	72%
White	91%	71%	No	92%
English language learners	54%	36%	No	59%
Students with disabilities	52%	19%	No	57%
Economically disadvantaged	64%	44%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	25%	28%
Students scoring at or above Achievement Level 4	60	27%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		30%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		53%	58%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		49%	54%

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	26	39%	42%
Students scoring at or above Achievement Level 4	15	23%	24%

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)	2		3
Participation in STEM-related experiences provided for students	242	47%	50%

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	56	10%	9%
Students retained, pursuant to s. 1008.25, F.S.	47	9%	8%
Students who are not proficient in reading by third grade	22	28%	25%
Students who receive two or more behavior referrals	33	7%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Barriers:
- Lack of participation in school-wide activities due to the time the events and meetings were scheduled.
Action Steps:
- Activities will be planned at different times throughout the school year to increase parent attendance.
- The use of Connect ED will be utilized to inform parents of upcoming events.
Fidelity/Effectiveness:
- Sign-in communications logs will be available for parents to sign in when they attend an event.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
During the 2012-2013 school year parents participated in 30% of our school events. Our goal for the 2013-2014 school year is to increase parental involvement to 35% of participation. The staff and administration is working collaboratively with the PTA to promote events and schedule events at different times throughout the school year.		30%	32%

Goals Summary

G1. The results of the 2013 FCAT 2.0 Reading and FAA indicate that 72% students achieved Level 3 or Level 4 proficiency or above. Our goal for is 75% of students to achieve Level 3 or above on the 2014 Reading FCAT 2.0 or Level 4 or above on the FAA.

G2. The results of the 2013 FCAT Writing Assessment indicated that 68% of students achieved level 3.5 proficiency. The goal for 2014 is for 71% of students achieve Level 3.5 and higher on the 2014 FCAT Writing.

G3. The results of the 2013 FCAT Mathematics and FAA indicate that 52% of students achieved level 3 or Level 4 proficiency or above. Our goal is for 73% of students to achieve Level 3 or above on the 2014 Mathematics FCAT 2.0 or Level 4 or above on the FAA.

G4. The results of the 2013 FCAT 2.0 Science Assessment indicate that 62% of students achieved a level 3 or above. The goal for the 2014 FCAT 2.0 Science is for 66% of students to achieve a Level 3 or above.

G5. During the 2013-2014, as part of our STEM Goal, students will focus on students becoming familiar with technology by accessing the Student Portal once a week in our Computer Lab in the Media Center to complete assigned assignments.

G6. GOAL Blue Lakes Elementary School will focus on the Early Warning System to ensure all students needs addressed. Students will be identified who exhibit potential patterns in EWS and intervention will be provided.

G7. GOAL During the 2012-2013 school year parents participated in 30% of our school events. Our goal for the 2013-2014 school year is to increase parental involvement to 35% of participation.

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading and FAA indicate that 72% students achieved Level 3 or Level 4 proficiency or above. Our goal for is 75% of students to achieve Level 3 or above on the 2014 Reading FCAT 2.0 or Level 4 or above on the FAA.

Targets Supported

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

Resources Available to Support the Goal

- - Success Maker - Mc Graw Hill Wonderworks Reading Series - ELL Tutoring Academy - Voyager as a supplemental tool

Targeted Barriers to Achieving the Goal

- - ELL students scored at at 57% on the 2013 Reading FCAT. The targeted score for the 2014 FCAT is 65% .ELL subgroup scored low in the areas of Literary Analysis and Informational Text.

- - SWD students scored at at 30% on the 2013 Reading FCAT. The targeted score for the 2014 FCAT is 55%. SWD subgroup scored low in the areas of Reading Application and Informational Research.

- - During the 2013 FCAT Reading Assessment, 30% of students scored at a 30% in Level 3, the target for the 2014 FCAT Reading Assessment is 32%.

- - During the 2013 FCAT Reading Assessment 42% of students scored 42% at Levels 4 or above, the target for the 2014 Reading Assessment is 43%.

- During the 2013 FAA Assessment, 27% of students scored in Levels 4-6, the target for the 2014 FAA Assessment is 30%.

- During the 2013 FAA Assessment, 27% of students scored at Levels 7-9, the target for the 2014 FAA Assessment is 29.%.

- During the 2013 FCAT Reading Assessment, 74% of students made Learning Gains, the target for the 2014 FCAT Reading Assessment is 77%.

- During the 2013 FCAT Reading Assessment, 74% of the target group in the lowest 25% was identified, the target for these students is 77% in the 2014 FCAT Reading Assessment.

- During the 2013 CELLA, 50% of students scored in the areas of Listening/Speaking, the target for the 2014 CELLA is 55% in the areas of Listening/Speaking.

- During the 2013 CELLA, 23% of students scored in the area of Reading, the target for the 2014 CELLA is 31% in the area of Reading.

- During the 2013 CELLA, 25% of students scored in the area of Writing, the target for the 2014 CELLA is 33% in the area of Writing.

Plan to Monitor Progress Toward the Goal

- Provide students with resources to work with at home as well as in school in order to understand context and skills needed to reach grade level proficiency. - Administer the Reading Plus RPA (Reading Proficiency Assessment) in order to identify specific areas of low comprehension. - Utilize Reading Plus/Success Maker progress reports once a week to determine if students are completing sessions and have acquired any new skills. - Print/Display colorful certificates and motivate students by sending encouraging emails messages home. - Provide constant notes home denoting student's success.

Person or Persons Responsible

- Meet with students biweekly using AR, Success Maker, Reading Plus Diagnostic reports to determine student's increase or decrease in acquired comprehension. - Meet with parents to monitor student progress in order to ensure continuity between school and home. - Write in schedule time for students to participate at school using AR, Reading Plus, Success Maker. - Monthly meetings with MTSS/LLT team to ensure proper students and interventions are being targeted.

Target Dates or Schedule:

- Meet with students biweekly using AR, Success Maker, Reading Plus Diagnostic reports to determine student's increase or decrease in acquired comprehension

Evidence of Completion:

- On-going reports from AR, Success Maker, Reading Plus, Quarterly Assessments, - Formative: FCAT 2.0 Reading Assessment.

G2. The results of the 2013 FCAT Writing Assessment indicated that 68% of students achieved level 3.5 proficiency. The goal for 2014 is for 71% of students achieve Level 3.5 and higher on the 2014 FCAT Writing.

Targets Supported

- Writing

Resources Available to Support the Goal

- - Implement Success Maker and Basal Reader Activities - Use Brain Pop for grammar and punctuations skills

- - Chose spelling words thematically so that students become familiar with other word choices and how they are used in context. - Use transitional phrases and have students highlight them within their writing. - Use literature that infuses figurative language so that students can model in their writing

Targeted Barriers to Achieving the Goal

- Students scored at at 68% during the 2013 FCAT Writing Assessment. The targeted score for the 2014 Writing Assessment is 71%. It has been noted that tudent lack skills in the areas of Conventions.

Plan to Monitor Progress Toward the Goal

- Implement Success Maker and Basal Reader Activities - Use Brain Pop for grammar and punctuations skills - Chose spelling words thematically so that students become familiar with other word choices and how they are used within the context. - Use transitional phrases and have students highlight them within their writing. - Use literature that infuses figurative language so that students can model in their writing.

Person or Persons Responsible

- Students keep their own score logs to keep track of their writing progress. - Students share input/advice for peer's writing - Teacher conference with students on a weekly basis - Students keep a writing binder for reference to refer to. - Students keep a writing satchel which contains informative examples to assist in improving their writing

Target Dates or Schedule:

- Monthly writing prompts -Weekly writing journal monitoring - FCAT Writing 2.0, 2014

Evidence of Completion:

- Narrative and Expository Writing Prompts for practice - Teacher made tests - Peer scoring - District Baseline /Interim Assessments - FCAT Writing 2.0

G3. The results of the 2013 FCAT Mathematics and FAA indicate that 52% of students achieved level 3 or Level 4 proficiency or above. Our goal is for 73% of students to achieve Level 3 or above on the 2014 Mathematics FCAT 2.0 or Level 4 or above on the FAA.

Targets Supported

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

Resources Available to Support the Goal

- - Weekly skills test and reward system for mastering specific skills - Direct instruction for ELL students in correlation with ESOL teacher - Peer Tutoring

- - Use of technology to increase student performance such as Success Maker, Retach, HonorPoint.com - Increase parent communication; implement weekly progress reports - Monthly meetings with parents

- - Students will define and illustrate vocabulary words to display on class wall - Begin computer based testing early on in order for students to be well prepared for future standardized assessment. - Individual assistance during homeroom time; reinforcement of skills in small groups or one-to-one

Targeted Barriers to Achieving the Goal

- The Hispanic subgroup scored at a 51% on the 2013 FCAT Assessment. The targeted score for the 2014 FCAT Assessment is 72%. While the students in the ED Subgroup scored at a 44% in the 2013 FCAT Assessment. The targeted score for the ED subgroup is 68% for the 2014 FCAT Assessment. The ED subgroup scored low in the area of Geometry Measurement and Number Operations: Problems/Statistics, while ELL students scored low In Number Operations: Fractions, Geometry and Measurement.

- The SWD subgroup scored at a 19% on the 2013 FCAT Assessment. The targeted score for the 2014 FCAT Assessment is 57%. Students scored low percentages in the areas of Number: Operations & Problems, Number: Base Ten and Fractions, and Geometry and Measurement.

- During the 2013 FCAT Mathematics Assessment, 25% of students scored at a level 3. The targeted score for the 2014 FCAT Mathematics Assessment is at 40%.

- During the 2013 FCAT Mathematics Assessment, 27% scored at levels 4 or above. The targeted score for the 2014 FCAT Mathematics Assessment is 33%.

- During the 2013 FCAT Mathematics Assessment, 27% of FAA students scored at a 27%, the targed score for the 2014 FCAT Assessment is 30%. Furthermore, there was also 27% of students scoring at levels 7 or above, the targeted score for the 2014 FCAT Assessment is 29%.

- The White subgroup scored at a 71% during the 2013 FCAT Assessment. The targed score for the 2014 FCAT Mathematics Assessment is 92% as combined in grades 3-5. There are actually less than 10 students in grades 3-5 in this subgroup.

- During the 2013 FCAT Mathematics Assessment, 53% of students made learning gains, the target score for the 2014 is to increase to at least 58%.

- During the 2013 FCAT Mathematics Assessment, students in the lowest 25% scored at a 49%, the target for the 2014 FCAT Mathematics Assessment is to increase to at least to 54%.

Plan to Monitor Progress Toward the Goal

- Weekly skills test and reward system for mastering specific skills - Direct instruction for ELL students in correlation with ESOL teacher - Peer Tutoring - Use of technology to increase student performance such as Success Maker, Retach, HonorPoint.com - Increase parent communication; implement weekly progress reports - Monthly meetings with parents - Students will define and illustrate vocabulary words to display on class wall - Begin computer based testing early on in order for students to be well prepared for the PARC - Individual assistance during homeroom time; reinforcement of skills in small groups or one-to-one

Person or Persons Responsible
- Teachers - Weekly reports from Success Maker - Individualized conferencing with students - Referral to MTSS team to provide student intervention

Target Dates or Schedule:
- Baseline /Interim Assessments - Weekly skills test - 2014 FCAT Mathematics 2.0

Evidence of Completion:
- Teacher made test - Baseline /Interim Assessments - Weekly skills test - 2014 FCAT 2.0 Mathematics Assessment

G4. The results of the 2013 FCAT 2.0 Science Assessment indicate that 62% of students achieved a level 3 or above. The goal for the 2014 FCAT 2.0 Science is for 66% of students to achieve a Level 3 or above.

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- - Incorporate Technology (Ex. The Happy Scientist) - Dress for science: students will wear "I (heart) Science T-shirts

Targeted Barriers to Achieving the Goal
- During the 2013 FCAT Science Assessment, 39% of students achieved a Level 3, the target for the 2014 FCAT Science Assessment is 42%.
- During the 2013 FCAT Science Assessment, 23% of students achieved Levels 4-5, the target for the 2014 FCAT Science Assessment is 24%.

Plan to Monitor Progress Toward the Goal

- Implement inquiry based, hands-on activities - Participate in School-wide Science Fair and County Youth Fair - Incorporate Technology (Ex. The Happy Scientist) - Dress for science: students will wear "I (heart) Science T-shirts

Person or Persons Responsible
- Science Baseline and Quarterly Assessments - Weekly teacher made test/end of unit test.

Target Dates or Schedule:
- Science Baseline and Quarterly Assessments - Formative: FCAT 2.0 Science Assessment

Evidence of Completion:
- Science Baseline and Quarterly Assessments - Weekly teacher made test/end of unit test.

G5. During the 2013-2014, as part of our STEM Goal, students will focus on students becoming familiar with technology by accessing the Student Portal once a week in our Computer Lab in the Media Center to complete assigned assignments.

Targets Supported

- STEM

- STEM - All Levels

Resources Available to Support the Goal

- - Computer Lab in the Media Center - McGraw Hill Wonder Works Reading Series

Targeted Barriers to Achieving the Goal

- Students are not familiar with using technology to complete assignments. Teachers will assigned weekly assignments and work with students to complete them using our Computer Lab.

- Students do not have access to computers and printers at home.

Plan to Monitor Progress Toward the Goal

- Access to Media Center/Computer Lab

Person or Persons Responsible

- Media Specialist

Target Dates or Schedule:

- Daily

Evidence of Completion:

- Attendance Logs

G6. GOAL Blue Lakes Elementary School will focus on the Early Warning System to ensure all students needs addressed. Students will be identified who exhibit potential patterns in EWS and intervention will be provided.

Targets Supported

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- - MTSS team meets once a month to discuss referrals given by teachers for potential at-risk students. - Staff, teachers, counselor, and administrator collaborate to bring programs to motivate to students to attend school and do well within their curriculum. Programs such as: AR Ice Cream Incentive Reading Program, Rainforest Reading Program, Paw Print Reading Program, Lego Club, Safety Patrols, Buddies, Spirit Day, Career Day, BLK-TV Morning Announcements, Mix it Up Day, and Basketball Club all give students a purpose to attend and to well in school.

Targeted Barriers to Achieving the Goal

- During the 2013 school year, 10% of students were identified as missing 10% or more of available instruction time due to poor attendance, the target for the 2014 school year is to decrease to 9%.

- During the 2013 school year, 28% of students were not proficient in reading by the 3rd grade, the goal for the 2014 school year is to decrease to 25%. In addition, 9% of students were retained in grades PreK to Grade 5, the goal for the 2014 school year is to decrease to at least 8%.

- During the 2013 school year, 7% of students received two or more behavior referrals, the goal for the 2014 school year is to decrease to at least 6%. No students received referrals that lead to suspension.

Plan to Monitor Progress Toward the Goal

- MTSS team meets once a month to discuss referrals given by teachers for potential at-risk students. - Staff, teachers, counselor, and administrator collaborate to bring programs to motivate to students to attend school and do well within their curriculum. Programs such as: AR Ice Cream Incentive Reading Program, Rainforest Reading Program, Paw Print Reading Program, Lego Club, Safety Patrols, Buddies, Spirit Day, Career Day, BLK-TV Morning Announcements, Mix it Up Day, and Basketball Club all give students a purpose to attend and to well in school. - Meetings between parents and school counselor will be implemented to ensure parents have knowledge of the Code of Student Conduct. - Teachers /Parent conferences

Person or Persons Responsible

MTSS Team, teacher, administrators

Target Dates or Schedule:

- MTSS team will meet once a month and report of student attendance. - Grade reports obtained from ISIS and teacher evaluation will be analyzed - Conferencing with parent.

Evidence of Completion:

ISIS Attendance Reports

G7. GOAL During the 2012-2013 school year parents participated in 30% of our school events. Our goal for the 2013-2014 school year is to increase parental involvement to 35% of participation.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- - PTA Meetings - Open House - Student of the Month Ceremony

Targeted Barriers to Achieving the Goal

- - Lack of participation in school-wide activities due to the time the events and meetings were scheduled.

Plan to Monitor Progress Toward the Goal

- Activities will be planned at different times throughout the school year to increase parent attendance. - The use of Connect ED will be utilized to inform parents of upcoming events. - Monitor parent attendance by grade level.

Person or Persons Responsible

Administrators, PTA members

Target Dates or Schedule:

Monthly PTA meetings with administrators

Evidence of Completion:

- Sign-in communications logs will be available for parents to sign in when they attend an event.

Action Plan for Improvement

Problem Solving Key

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

G1. The results of the 2013 FCAT 2.0 Reading and FAA indicate that 72% students achieved Level 3 or Level 4 proficiency or above. Our goal for is 75% of students to achieve Level 3 or above on the 2014 Reading FCAT 2.0 or Level 4 or above on the FAA.

G1.B1 - ELL students scored at at 57% on the 2013 Reading FCAT. The targeted score for the 2014 FCAT is 65% .ELL subgroup scored low in the areas of Literary Analysis and Informational Text.

G1.B1.S1 - Provide ELL students with resources to work with at home as well as in school in order to understand context and skills needed to reach grade level proficiency.

Action Step 1

- High percentage of ELL students - Students exhibit low comprehension in Reading

Person or Persons Responsible

- Teachers - MTSS/LLT team

Target Dates or Schedule

- On-going reports from AR, Success Maker, Reading Plus -Quarterly Reading Assessments

Evidence of Completion

- 2014 FCAT 2.0 Reading Assessment

Facilitator:

Vivian Bouza-Debs, Assistant Principal

Participants:

- Reading Teachers - Media Specialist - Intervention Teacher

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

- STAR Testing - AR Reports - Baseline and Interim Assessments - FAIR Testing

Person or Persons Responsible

- Teachers - LLT Team

Target Dates or Schedule

- Weekly AR Reports -Quarterly STAR Reports - Weekly Teacher Made Test

Evidence of Completion

2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G1.B1.S1

- Students exhibit low in Reading Comprehension, Literary Analysis, and Information Text.

Person or Persons Responsible

- Teachers -ELL Teacher - MTSS./ LLT Team

Target Dates or Schedule

- Quarterly Interim Assessments - Weekly teacher made test

Evidence of Completion

2014 FCAT 2.0 Reading Assessment 2014 CELLA

G1.B1.S2 - Utilize Reading Plus/Success Maker progress reports once a week to determine if students are completing sessions and have acquired any new skills.

Action Step 1

- Success Maker Reading - Before and After School Tutoring

Person or Persons Responsible

- Teachers

Target Dates or Schedule

- On-going

Evidence of Completion

- Success Maker reports

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

- Success Maker Reading

  Person or Persons Responsible

  - Teachers

  Target Dates or Schedule

  - On-going

  Evidence of Completion

  - Success Maker Reports - 2014 CELLA Assessment

Plan to Monitor Effectiveness of G1.B1.S2

- Success Maker Reading

  Person or Persons Responsible

  - Teachers

  Target Dates or Schedule

  - On-going - bi-weekly reports

  Evidence of Completion

  - Reports generated for Success Maker

G1.B2 - SWD students scored at at 30% on the 2013 Reading FCAT. The targeted score for the 2014 FCAT is 55%. SWD subgroup scored low in the areas of Reading Application and Informational Research.

G1.B2.S1 Print/Display colorful certificates and motivate students by sending encouraging emails as well as written messages home.

  Action Step 1

  - Teachers will meet and send home reports for parents to become aware of student success.

    Person or Persons Responsible

    -Teachers - MTSS/LLT Team

    Target Dates or Schedule

    - On-going reports from AR, Success Maker, Reading Plus,Quarterly Assessments

    Evidence of Completion

    - FCAT 2.0 Reading Assessment.

Action Step 2

- Teachers will meet and send home reports for parents to become aware of student success.

Person or Persons Responsible

-Teachers - MTSS/LLT Team

Target Dates or Schedule

- On-going reports from AR, Success Maker, Reading Plus,Quarterly Assessments

Evidence of Completion

- FCAT 2.0 Reading Assessment.

Action Step 3

- Teachers will meet and send home reports for parents to become aware of student success.

Person or Persons Responsible

-Teachers - MTSS/LLT Team

Target Dates or Schedule

- On-going reports from AR, Success Maker, Reading Plus,Quarterly Assessments

Evidence of Completion

- FCAT 2.0 Reading Assessment.

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

Administer the Reading Plus RPA (Reading Proficiency Assessment) in order to identify specific areas of low comprehension.

Person or Persons Responsible

- Teachers- - MTSS/LLT Team

Target Dates or Schedule

- On - going

Evidence of Completion

- - FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G1.B2.S1

- Provide constant notes home denoting students' progress.

Person or Persons Responsible

- Reading Teachers - MTSS/LLT Team

Target Dates or Schedule

- On-going reports from AR, Success Maker, Reading Plus, and Quarterly Assessments

Evidence of Completion

- FCAT 2.0 Reading Assessments

G1.B2.S2 - Use voyager as a supplemental tool for skill enhancement.

Action Step 1

Focus on Reading Application and Informational Research

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Weekly teacher made test Weekly skills assessment using Wonderworks Intervention module.

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Reading Application and Informational Text

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Weekly Skills test FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G1.B2.S2

SWD students subgroup in Reading Application and Informational Research

Person or Persons Responsible

- Teachers

Target Dates or Schedule

On-going

Evidence of Completion

FCAT 2.0 Reading Assessment

G1.B3 - During the 2013 FCAT Reading Assessment, 30% of students scored at a 30% in Level 3, the target for the 2014 FCAT Reading Assessment is 32%.

G1.B3.S2 Students will be identified and an hourly intervention teacher will be addressing intervention strategies. Students will also continue to complete Success Maker sessions and additional school time is being offered for students to be able to access Success Maker before school hours.

Action Step 1

Scheduling will be implemented for students to complete sessions of Success Maker Reading in the Media Center computer lab.

Person or Persons Responsible

- Teachers - Media Specialist - Intervention Teacher

Target Dates or Schedule

- Daily

Evidence of Completion

2014 FCAT Reading Assessment

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Monitor fidelity of Success Maker completion during school hours.

Person or Persons Responsible

- Teachers

Target Dates or Schedule

- Weekly

Evidence of Completion

- Success Maker reports 2014 FCAT Reading Assessment

Plan to Monitor Effectiveness of G1.B3.S2

Monitor student participation in Success Maker reading. Reports from intervention teacher

Person or Persons Responsible

Teachers Adminsitrators/Rti Team

Target Dates or Schedule

On-going

Evidence of Completion

2014 FCAT Reading Assessment

G1.B4 - During the 2013 FCAT Reading Assessment 42% of students scored 42% at Levels 4 or above, the target for the 2014 Reading Assessment is 43%.

G1.B4.S1 Through Differentiated Instruction and the implementation of Reading Plus students will enhance their reading skills.

Action Step 1

Assign a determined amount of Reading Plus sessions

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

2014 FCAT Reading Assessment

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

Monitor scheduling for Reading Plus to take place

Person or Persons Responsible

Teachers Media Specialist

Target Dates or Schedule

on-going

Evidence of Completion

2014 FCAT Reading Assessment

Plan to Monitor Effectiveness of G1.B4.S1

Teachers, Media Specialist, and Administrators will work collaboratively to ensure students have time to complete Reading Plus sessions.

Person or Persons Responsible

-Teachers -LLT Team

Target Dates or Schedule

- On-going

Evidence of Completion

2014 FCAT Reading Assessment

G1.B5 During the 2013 FAA Assessment, 27% of students scored in Levels 4-6, the target for the 2014 FAA Assessment is 30%.

G1.B5.S1 Implement small group instruction and include visuals, prompting and use close proximity to keep students on task.

Action Step 1

Use visuals and small group instruction to attain student focus

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

2014 FAA Reading Assessment

Action Step 2

Use visuals and small group instruction to attain student focus

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

2014 FAA Reading Assessment

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

Monitor the implementation of small group instruction within a large group setting.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

2014 FAA Reading Assessment

Plan to Monitor Effectiveness of G1.B5.S1

Mock FAA Reading to ensure strategies are working for students

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

2014 FAA Reading Assessment

G1.B6 During the 2013 FAA Assessment, 27% of students scored at Levels 7-9, the target for the 2014 FAA Assessment is 29.%.

G1.B6.S1 Implementation of Learning Today and Unique Learning to ensure students enhance reading skills

Action Step 1

Use of small group instruction with depicted lessons of Unique Learning curriculum to enhance reading skills

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

2014 FAA Reading Assessment

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

Small group instruction and differentiated instruction will be used to attain students' focus.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

2014 FAA Reading Assessment

Plan to Monitor Effectiveness of G1.B6.S1

Weekly skills test given to monitor student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

2014 FAA Reading Assessment

G1.B7 During the 2013 FCAT Reading Assessment, 74% of students made Learning Gains, the target for the 2014 FCAT Reading Assessment is 77%.

G1.B7.S1 Students will use Success Maker, Reading Plus, and Wonderworks to enhance reading skills.

Action Step 1

Schedule students and implement sessions of Success Maker and Reading Plus as needed

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going Weekly

Evidence of Completion

2014 FCAT Reading Assessment

Action Step 2

Schedule students and implement sessions of Success Maker and Reading Plus as needed

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going Weekly

Evidence of Completion

2014 FCAT Reading Assessment

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

Schedule students to use supplemental programs such as Success Maker and Reading Plus with fidelity.

Person or Persons Responsible

Teachers Media Specialist

Target Dates or Schedule

On-going

Evidence of Completion

2014 FCAT Reading Assessment

Plan to Monitor Effectiveness of G1.B7.S1

Students will participate in a designated amount of session of web-based supplemental programs

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

2014 FCAT Reading Assessment

G1.B8 During the 2013 FCAT Reading Assessment, 74% of the target group in the lowest 25% was identified, the target for these students is 77% in the 2014 FCAT Reading Assessment.

G1.B8.S1 Students will engaged in computer-based program to enhance reading skills. In addition, Wonderworks will be implemented through Differentiated Instruction.

Action Step 1

Implementation of Wonderworks as an Intervention

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Baseline Assessments 2014 FCAT Reading Assessment

Action Step 2

Implementation of Wonderworks as an Intervention

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Baseline Assessments 2014 FCAT Reading Assessment

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

Monitor and schedule students to use Success Maker Reading for one session at least during school hours. Implement Wonderworks though the Differentiated Instruction within Reading class.

Person or Persons Responsible

Teachers Media Specialist

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly skills test 2014 FCAT Reading Assessment

Plan to Monitor Effectiveness of G1.B8.S1

Success Maker Wonderworks Intervention

Person or Persons Responsible

Teachers LLT Team

Target Dates or Schedule

Weekly Once a month by LLT

Evidence of Completion

Baseline Assessments 2014 FCAT Reading Assessment

G1.B9 During the 2013 CELLA, 50% of students scored in the areas of Listening/Speaking, the target for the 2014 CELLA is 55% in the areas of Listening/Speaking.

G1.B9.S1 Students will use recorded books in their native language to increase vocabulary fluency.

Action Step 1

Students exhibit lack of fluency in vocabulary skills in the English language. Through adaptive instruction, students will have the opportunity to use dictionaries and other media to translate words for understanding.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Weekly skills test 2014 CELLA Assessment

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

Monitor read-alouds that depict newly learned vocabulary words.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Weekly listening and speaking teacher made test 20144 CELLA Assessment

Plan to Monitor Effectiveness of G1.B9.S1

Monitor student progress through speaking and listening classroom activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

2014 CELLA Assessment

G1.B10 During the 2013 CELLA, 23% of students scored in the area of Reading, the target for the 2014 CELLA is 31% in the area of Reading.

G1.B10.S1 Students will be scheduled during school for a session of Success Maker Reading. In addition, students are offered tutoring through Title III funding.

Action Step 1

Students complete session of Success Maker Reading

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Success Maker Reports Reading Comprehension skills test

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

Allowable scheduled times for Success Maker

Person or Persons Responsible

Teachers Media Specialsit

Target Dates or Schedule

Weekly

Evidence of Completion

Success Maker Reports 2014 CELLA Reading Assessment

Plan to Monitor Effectiveness of G1.B10.S1

Monitor student attendance in intervention sessions. In addition, monitor reports and student progress in Reading comprehension to ensure effectiveness of implementation.

Person or Persons Responsible

Teachers LLT Team

Target Dates or Schedule

Weekly Once a month by LLT Team

Evidence of Completion

Attendance Logs Student Data from skills test 2014 CELLA Reading Assessment

G1.B11 During the 2013 CELLA, 25% of students scored in the area of Writing, the target for the 2014 CELLA is 33% in the area of Writing.

G1.B11.S1 Students will participate in daily journal writing assignments using newly learned and acquired vocabulary words.

Action Step 1

Each students will have a journal with daily topics.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Student Journals 2014 CELLA Writing Assessment

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

Monitor student writing samples in their journals.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly classroom writing assessments 2014 CELLA Writing Assessment

Plan to Monitor Effectiveness of G1.B11.S1

Monitor student writing fluency throughout the curriculum,

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom writing assessments 2014 CELLA Writing Assessment

G2. The results of the 2013 FCAT Writing Assessment indicated that 68% of students achieved level 3.5 proficiency. The goal for 2014 is for 71% of students achieve Level 3.5 and higher on the 2014 FCAT Writing.

G2.B1 Students scored at at 68% during the 2013 FCAT Writing Assessment. The targeted score for the 2014 Writing Assessment is 71%. It has been noted that tudent lack skills in the areas of Conventions.

G2.B1.S1 - Use transitional phrases and have students highlight them within their writing using state provided Rubric.

Action Step 1

Brain Pop for Grammar Success Maker Mc Graw Hill Wonders Series

Person or Persons Responsible

Teachers LLT Team

Target Dates or Schedule

On-going weekly assessments Monthly Writing Journals

Evidence of Completion

2014 FCAT Writing 2.0 Assessment

Facilitator:

Vivan Bouza Debs

Participants:

Teachers

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

Journal Writing Writing Practice Prompts

Person or Persons Responsible

Teachers LLT Team

Target Dates or Schedule

On-going weekly assessments Monthly Writing Journals

Evidence of Completion

2014 FCAT Writing 2.0

Plan to Monitor Effectiveness of G2.B1.S1

Monthly Writing Journals

Person or Persons Responsible

Teachers LLT Team

Target Dates or Schedule

On-going weekly writing assessments

Evidence of Completion

2014 FCAT Writing 2.0

G3. The results of the 2013 FCAT Mathematics and FAA indicate that 52% of students achieved level 3 or Level 4 proficiency or above. Our goal is for 73% of students to achieve Level 3 or above on the 2014 Mathematics FCAT 2.0 or Level 4 or above on the FAA.

G3.B2 The Hispanic subgroup scored at a 51% on the 2013 FCAT Assessment. The targeted score for the 2014 FCAT Assessment is 72%. While the students in the ED Subgroup scored at a 44% in the 2013 FCAT Assessment. The targeted score for the ED subgroup is 68% for the 2014 FCAT Assessment. The ED subgroup scored low in the area of Geometry Measurement and Number Operations: Problems/Statistics, while ELL students scored low In Number Operations: Fractions, Geometry and Measurement.

G3.B2.S1 - Students will use computer based as well as Wonderworks as an intervention to enhance skills in weekly skills test and reward system will be in place for mastering specific skills.

Action Step 1

- Weekly skills test and reward system for mastering specific skills. Direct instruction for ELL students and ED students in correlation with ESOL Teacher. In addition, students will be offered before and after-school tutoring through title III funding.

Person or Persons Responsible

- ESOL Teacher -Classroom Teachers

Target Dates or Schedule

- Weekly skills test - On-going

Evidence of Completion

FCAT 2.0 Mathematics Assessment

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

Monitor deficiencies in skills depicting Number Operations: Fractions,and Geometry and Measurement

Person or Persons Responsible

- Math Teacher -ESOL Teacher

Target Dates or Schedule

Weekly skills test

Evidence of Completion

2014 FCAT 2.0 Mathematics Assessment

Plan to Monitor Effectiveness of G3.B2.S1

Student progress monitored by Baseline Assessment in the areas of Number Operation, Geometry and Measurement, and Problems and Statistics.

Person or Persons Responsible

- ESOL Teacher -Math Teacher

Target Dates or Schedule

- On-going -Weekly

Evidence of Completion

-Baseline Mathematics Assessment - FCAT 2014 2.0 Mathematics Assessment

G3.B2.S2 The administration has hired an hourly teacher to increase instruction and decrease student/teacher ratio during math instruction.

Action Step 1

- Weekly skills test and reward system for mastering specific skills. Direct instruction for ELL students and ED students in correlation with ESOL Teacher. In addition, students will be offered before and after-school tutoring through title III funding.

Person or Persons Responsible

- ESOL Teacher -Classroom Teachers

Target Dates or Schedule

Weekly skills test - On-going

Evidence of Completion

FCAT 2.0 Mathematics Assessment

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Monitor deficiencies in skills depicting Number Operations: Fractions,and Geometry and Measurement

Person or Persons Responsible

Math Teacher -ESOL Teacher - Hourly Teacher -Administration

Target Dates or Schedule

Weekly skills test

Evidence of Completion

2014 FCAT 2.0 Mathematics Assessment

Plan to Monitor Effectiveness of G3.B2.S2

Student progress monitored by Winter Assessment in the areas of Number Operation, Geometry and Measurement, and Problems and Statistics.

Person or Persons Responsible

-Math Teacher

Target Dates or Schedule

- On-going -Weekly

Evidence of Completion

- FCAT 2014 2.0 Mathematics Assessment

G3.B3 The SWD subgroup scored at a 19% on the 2013 FCAT Assessment. The targeted score for the 2014 FCAT Assessment is 57%. Students scored low percentages in the areas of Number: Operations & Problems, Number: Base Ten and Fractions, and Geometry and Measurement.

G3.B3.S1 Implement Success Maker Math and assignments on Think Central with fidelity.

Action Step 1

- Success Maker - Think Central / Go Math

Person or Persons Responsible

- Teachers

Target Dates or Schedule

- Weekly

Evidence of Completion

- Reports from Success Maker and Think Central - Baseline Assessment - FCAT 2.0 Mathematics Assessment

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

- Success Maker Reports - Think Central - Reports

Person or Persons Responsible

- Teachers

Target Dates or Schedule

- Weekly

Evidence of Completion

- Attendance Participation Logs - Reports

Plan to Monitor Effectiveness of G3.B3.S1

- Success Maker Reports - Think Central Reports

Person or Persons Responsible

- Teachers

Target Dates or Schedule

- Weekly

Evidence of Completion

- Reports - Attendance Logs - Baseline Math Assessment - FCAT 2.0 Mathematics Assessment

G3.B3.S2 The administration has hired an hourly teacher to increase instruction and decrease student/teacher ratio during math instruction.

Action Step 1

- Success Maker - Think Central / Go Math

Person or Persons Responsible

- Teachers

Target Dates or Schedule

- Weekly

Evidence of Completion

- Reports from Success Maker and Think Central - Baseline Assessment - FCAT 2.0 Mathematics Assessment

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

- Success Maker Reports - Think Central - Reports

Person or Persons Responsible

- Teachers

Target Dates or Schedule

- Weekly

Evidence of Completion

- Reports - Teacher feedback during meeting with administration.

Plan to Monitor Effectiveness of G3.B3.S2

- Success Maker Reports - Think Central Reports

Person or Persons Responsible

- Teachers

Target Dates or Schedule

- Weekly

Evidence of Completion

- Reports - Attendance Logs - Baseline Math Assessment, Fall Interim Assessment, Winter Interim Assessment - FCAT 2.0 Mathematics Assessment

Plan to Monitor Fidelity of Implementation of G3.B3.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B3.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B4 During the 2013 FCAT Mathematics Assessment, 25% of students scored at a level 3. The targeted score for the 2014 FCAT Mathematics Assessment is at 40%.

G3.B4.S1 Students scoring at at Level 3 will be scheduled to complete Success Maker within school hours.

Action Step 1

Targeted students scoring at a Level 3 will be scheduled to complete sessions during school hours.

Person or Persons Responsible

- Teachers

Target Dates or Schedule

- Weeky

Evidence of Completion

- Success Maker reports

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

Completion of designated Success Maker sessions

Person or Persons Responsible

- Teachers

Target Dates or Schedule

- Weekly

Evidence of Completion

- Success Maker Reports - Winter Assessment

Plan to Monitor Effectiveness of G3.B4.S1

Monitor the effectiveness of Success Maker sessions

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Success Maker Reports FCAT 2.0 Mathematics Assessment

G3.B5 During the 2013 FCAT Mathematics Assessment, 27% scored at levels 4 or above. The targeted score for the 2014 FCAT Mathematics Assessment is 33%.

G3.B5.S1 Use differentiated instruction within classrooms to target students who scored Levels 4 or above in the FCAT Mathematics Assessment

Action Step 1

Small group instruction will be utilized to work with groups on a need basis

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going Weekly

Evidence of Completion

Data from Mid-year Winter Assessment FCAT 2.0 Mathematics Assessment

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

Implementation of Differentiated Instruction within math class sessions

Person or Persons Responsible

- Teachers - Administrators

Target Dates or Schedule

- On-going -Weekly

Evidence of Completion

Teacher lesson plans Data from Mid-year Winter Assessment FCAT 2.0 Mathematics Assessment

Plan to Monitor Effectiveness of G3.B5.S1

Math Enrichment Center

Person or Persons Responsible

-Teachers

Target Dates or Schedule

- Weekly

Evidence of Completion

Data from the Mid-year Winter Assessment FCAT 2.0 Mathematics Assessment

G3.B6 During the 2013 FCAT Mathematics Assessment, 27% of FAA students scored at a 27%, the targed score for the 2014 FCAT Assessment is 30%. Furthermore, there was also 27% of students scoring at levels 7 or above, the targeted score for the 2014 FCAT Assessment is 29%.

G3.B6.S1 Implement the use of manipulatives, visuals, and computer program Vizzle to assist student's focus.

Action Step 1

Practice with students mock FAA Assessment in the areas of mathematics.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Results of Weekly skills test

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

Weekly plans reflecting mock assessment practice.

Person or Persons Responsible

- Teachers - Administrators

Target Dates or Schedule

- Weekly -On-going

Evidence of Completion

2014 FAA Mathematics Assessment

Plan to Monitor Effectiveness of G3.B6.S1

Implementation of manipulatives, visuals, and computer based program Vizzle

Person or Persons Responsible

- Teachers

Target Dates or Schedule

- On-going

Evidence of Completion

2014 FAA Mathematics Assessment

G3.B7 The White subgroup scored at a 71% during the 2013 FCAT Assessment. The targed score for the 2014 FCAT Mathematics Assessment is 92% as combined in grades 3-5. There are actually less than 10 students in grades 3-5 in this subgroup.

G3.B7.S1 Use differentiated instruction to increase success and reach target score of 92% during the 2014 FCAT 2.0 Mathematics Assessment.

Action Step 1

Identify students within subgroups and provide them with enrichment activities to enhance skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

2014 FCAT Mathematics Assessment

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

Monitor the implementation of Differentiated Instruction in each math class

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

2014 FCAT Mathematics Assessment

Plan to Monitor Effectiveness of G3.B7.S1

Monitor Differentiated Instruction within the classrooms to target students

Person or Persons Responsible

Teachers Administrators

Target Dates or Schedule

On-going

Evidence of Completion

2014 FCAT Mathematics Assessment

G3.B8 During the 2013 FCAT Mathematics Assessment, 53% of students made learning gains, the target score for the 2014 is to increase to at least 58%.

G3.B8.S1 Students will be assigned intervention through Think Central /GO Math intervention skills assessments.

Action Step 1

Weekly skills assessments will be given to students to monitor skills understanding through small group instruction within the Mathematics classroom.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly skills assessments 2014 FCAT Mathematics Assessment

Action Step 2

Weekly skills assessments will be given to students to monitor skills understanding through small group instruction within the Mathematics classroom.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly skills assessments 2014 FCAT Mathematics Assessment

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

Weekly skills assessment through Think Central/GO Math depicting student progress. In additon, students will complete a Math Session of Success Maker.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly skills assessments 2014 FCAT Mathematics Assessment

Plan to Monitor Effectiveness of G3.B8.S1

Monitor student progress through weekly skills assessments both through Differentiated Instruction and web-based programs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly skills assessments 2014 FCAT Mathematics Assessment

G3.B9 During the 2013 FCAT Mathematics Assessment, students in the lowest 25% scored at a 49%, the target for the 2014 FCAT Mathematics Assessment is to increase to at least to 54%.

G3.B9.S1 Students will have access to Success Maker math in addition to Think Central/GO Math intervention.

Action Step 1

Students will be scheduled for daily sessions of Success Maker Math in addition to assigned assignments from Think Central/GO Math Intervention through small group instruction within the mathematics class sessions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Success Maker Reports 2014 FCAT Mathematics Assessment

Action Step 2

Students will be scheduled for daily sessions of Success Maker Math in addition to assigned assignments from Think Central/GO Math Intervention through small group instruction within the mathematics class sessions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Success Maker Reports 2014 FCAT Mathematics Assessment

Action Step 3

Students will be scheduled for daily sessions of Success Maker Math in addition to assigned assignments from Think Central/GO Math Intervention through small group instruction within the mathematics class sessions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Success Maker Reports 2014 FCAT Mathematics Assessment

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

Monitor student progress though weekly skills mathematics assessments to ensure implementation is effective.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly On-going

Evidence of Completion

Baseline Mathematics Assessments 2014 FCAT Mathematics Assessment

Plan to Monitor Effectiveness of G3.B9.S1

Monitor student success and skill understanding.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Weekly skills assessments 2014 FCAT Mathematics Assessment

G4. The results of the 2013 FCAT 2.0 Science Assessment indicate that 62% of students achieved a level 3 or above. The goal for the 2014 FCAT 2.0 Science is for 66% of students to achieve a Level 3 or above.

G4.B1 During the 2013 FCAT Science Assessment, 39% of students achieved a Level 3, the target for the 2014 FCAT Science Assessment is 42%.

G4.B1.S1 Students will be exposed to the implementation of inquiry based, hands-on activities. In addition, students will participate in a school-wide Science Fair and County Fair to promote science awareness.

Action Step 1

- Weekly inquiry based hands-on science lab activities. -School-wide Science Fair

Person or Persons Responsible

- Teachers - MTSS Team

Target Dates or Schedule

- Science Baseline and Quarterly Assessments

Evidence of Completion

2014 FCAT 2.0 Science Assessment

Facilitator:

MDCPS Professional Development

Participants:

Mrs. Aluma, Mrs. Montalvo, Mrs. Perez

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

- Incorporate Technology (Ex. The Happy Scientist) - Dress for science: students will wear "I (heart) Science T-shirts

Person or Persons Responsible

- Teachers - MTSS Team

Target Dates or Schedule

- Weekly teacher made test/end of unit test.

Evidence of Completion

2014 FCAT 2.0 Science Assessment

Plan to Monitor Effectiveness of G4.B1.S1

- Incorporate Technology (Ex. The Happy Scientist) - Inquiry based science labs

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly teacher made test end of unit test

Evidence of Completion

2014 FCAT 2.0 Science Assessment

G4.B2 During the 2013 FCAT Science Assessment, 23% of students achieved Levels 4-5, the target for the 2014 FCAT Science Assessment is 24%.

G4.B2.S1 Students will become part and play the role in weekly science labs by using lab coats and science equipment to promote and enhance their science experience.

Action Step 1

Weekly science labs will involve students to play the role and take part in scientific inquiries through labs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly labs

Evidence of Completion

Weekly lab reports 2014 FCAT 2.0 Science Assessment

Action Step 2

Weekly science labs will involve students to play the role and take part in scientific inquiries through labs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly labs

Evidence of Completion

Weekly lab reports 2014 FCAT 2.0 Science Assessment

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

Monitor the effectiveness of student involvement through weekly science lab rubrics.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly rubrics

Evidence of Completion

2014 FCAT 2.0 Science Assessment

Plan to Monitor Effectiveness of G4.B2.S1

Monitor student progress through science lab reports.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly Science Lab reports

Evidence of Completion

Baseline Science Assessment 2014 FCAT 2.0 Science Assessment

G5. During the 2013-2014, as part of our STEM Goal, students will focus on students becoming familiar with technology by accessing the Student Portal once a week in our Computer Lab in the Media Center to complete assigned assignments.

G5.B1 Students are not familiar with using technology to complete assignments. Teachers will assigned weekly assignments and work with students to complete them using our Computer Lab.

G5.B1.S1 - Teachers will schedule students to use the Computer Lab within school hours. - Media Center will be available starting at 8:00 a.m. and on Wednesdays until 3:00 p.m.

Action Step 1

- Mc Graw Hill Wonder Works Reading Series -Student Portal -Computer Lab in Media Center

Person or Persons Responsible

- Teachers -Media Specialist

Target Dates or Schedule

- Once a week - On-going

Evidence of Completion

-Reports from Mc Graw Hill Wonder Works Reading Series - Teacher made test.

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

- Usage of Computer Lab in Media Center

Person or Persons Responsible

- Teachers - Media Specialist

Target Dates or Schedule

- Weekly

Evidence of Completion

- Attendance Sign-in Logs

Plan to Monitor Effectiveness of G5.B1.S1

- Training Sessions in Media Center using Student Portal

Person or Persons Responsible

- Media Specialist -Teachers

Target Dates or Schedule

- As needed

Evidence of Completion

- Attendance Logs

G5.B1.S2 - Teachers will schedule students to use the Computer Lab within school hours. - Media Center will be available starting at 8:00 a.m. and on Wednesdays until 3:00 p.m.

Action Step 1

- Students will become familiar using Student Portal

Person or Persons Responsible

- Media Specialist - Teachers

Target Dates or Schedule

- Weekly -On-going

Evidence of Completion

- Completion of assignments assigned by teachers - Attendance Sign-in logs from Media Center

Plan to Monitor Fidelity of Implementation of G5.B1.S2

- Usage of Student Portal

Person or Persons Responsible

- Media Specialist -Teachers

Target Dates or Schedule

- On-going

Evidence of Completion

- Weekly completion of assignments

Plan to Monitor Effectiveness of G5.B1.S2

- Usage of computers in the Media Center

Person or Persons Responsible

- Media Specialist

Target Dates or Schedule

- On-going weekly

Evidence of Completion

- Attendance log in

G5.B2 Students do not have access to computers and printers at home.

G5.B2.S1 - Open Media Center and make hours accessible for students to use the Computer Lab

Action Step 1

- Make computers in the Media Center accessible for students to use before school time begins.

Person or Persons Responsible

- Media Specialist

Target Dates or Schedule

- Daily

Evidence of Completion

- Attendance Participation Logs

Action Step 2

- Make computers in the Media Center accessible for students to use before school time begins.

Person or Persons Responsible

- Media Specialist

Target Dates or Schedule

- Daily

Evidence of Completion

- Attendance Participation Logs

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

- Media Specialist will monitor students before school hours begin.

Person or Persons Responsible

- Media Specialist

Target Dates or Schedule

- Daily

Evidence of Completion

- Attendance participation logs

Plan to Monitor Effectiveness of G5.B2.S1

- Reports of students using the computer lab to complete assignments.

Person or Persons Responsible

- Teachers - Media Specialist

Target Dates or Schedule

- Weekly

Evidence of Completion

- Reports from McGraw Hill Wonder Works assigned tasks.

G6. GOAL Blue Lakes Elementary School will focus on the Early Warning System to ensure all students needs addressed. Students will be identified who exhibit potential patterns in EWS and intervention will be provided.

G6.B1 During the 2013 school year, 10% of students were identified as missing 10% or more of available instruction time due to poor attendance, the target for the 2014 school year is to decrease to 9%.

G6.B1.S1 Host in-house parent workshop focusing on the importance of attendance. Counselor will meet with parents of students who have excessive absences.

Action Step 1

- MTSS team meets once a month to discuss referrals given by teachers for potential at-risk students. In addition, work with school nurse to provide insight of when it is warranted to keep students at home.

Person or Persons Responsible

- Teachers - MTSS Team - Parents - Counselor -School Nurse

Target Dates or Schedule

- MTSS team will meet once a month and report of student attendance.

Evidence of Completion

- Grade reports obtained from ISIS and teacher evaluation will be analyzed

Facilitator:

Karol Pena, Counselor

Participants:

Teachers, Staff

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

- Difficulty reaching parents to discuss discipline and course curriculum standards. Provide for different opportunities for parents to attend meetings with teachers, school counselor, or nurse.

Person or Persons Responsible

- Teachers - MTSS Team - Counselor -School Nurse

Target Dates or Schedule

On-going

Evidence of Completion

- Grade reports from ISIS.

Plan to Monitor Effectiveness of G6.B1.S1

Monitor effectiveness of student attendance by putting in place rewards for good attendance.

Person or Persons Responsible

- Teachers- - MTSS Team - Counselor

Target Dates or Schedule

Daily on morning announcements as a class Monthly for individual students

Evidence of Completion

- Grade reports from ISIS - Attendance reports from ISIS

G6.B2 During the 2013 school year, 28% of students were not proficient in reading by the 3rd grade, the goal for the 2014 school year is to decrease to 25%. In addition, 9% of students were retained in grades PreK to Grade 5, the goal for the 2014 school year is to decrease to at least 8%.

G6.B2.S1 Intervention curriculum will be determined by grade level to enhance student proficiency in reading by grade 3. Students will have access to Success Maker, iReady, and Wonderworks, In addition, voyager will be used as a supplemental tool.

Action Step 1

LLT and MTSS team members will meet and discuss potential at-risk students in reading by grade level. Intervention will be implemented to supplement the classroom teacher with instruction in reading.

Person or Persons Responsible

- Teachers -LLT Team -MTSS Team

Target Dates or Schedule

Once a month- LLT/MTSS Team Weekly - Teachers

Evidence of Completion

Computer-based reports Weekly reading skills test from Wonderworks

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

Monitor student progress as a result of intervention from the curriculum.

Person or Persons Responsible

Teachers MTSS/LLT Team

Target Dates or Schedule

On-going

Evidence of Completion

Computer-based program reports Wonderworks skills assessment

Plan to Monitor Effectiveness of G6.B2.S1

Monitor student progress using Fair, Baseline, and Wonderworks skills assessment.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Data obtained from reports - FAIR, Baseline/Interims, and Wonderworks skills assessments.

G6.B3 During the 2013 school year, 7% of students received two or more behavior referrals, the goal for the 2014 school year is to decrease to at least 6%. No students received referrals that lead to suspension.

G6.B3.S1 To involve students throughout different activities during the school year to promote positive behavior to prevent students becoming at-risk.

Action Step 1

Teachers, counselor, and parents will work with students to prevent at-risk behaviors as identified through EWS Students will become involved through counseling and behavior plans will be in place to assist students correct behavior.

Person or Persons Responsible

Teachers Counselor Parents

Target Dates or Schedule

On-going

Evidence of Completion

ISIS Grade Reports

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

Monitor the implementation of programs in which student participate to promote positive behavior.

Person or Persons Responsible

Teachers Counselor

Target Dates or Schedule

On-going

Evidence of Completion

ISIS Grade Reports /Conduct

Plan to Monitor Effectiveness of G6.B3.S1

Monitor student behavior through grade level meetings, MTSS team meetings, and ISIS reports.

Person or Persons Responsible

Counselor Teacher MTSS TEam

Target Dates or Schedule

On-going

Evidence of Completion

ISIS Reports

G7. GOAL During the 2012-2013 school year parents participated in 30% of our school events. Our goal for the 2013-2014 school year is to increase parental involvement to 35% of participation.

G7.B1 - Lack of participation in school-wide activities due to the time the events and meetings were scheduled.

G7.B1.S1 - Activities will be planned at different times throughout the school year to increase parent attendance.

Action Step 1

- The use of Connect ED will be utilized to inform parents of upcoming events.

Person or Persons Responsible

Teachers Administrators Counselor PTA Members EESAC

Target Dates or Schedule

Monthly

Evidence of Completion

- Sign-in communications logs will be available for parents to sign in when they attend an event.

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

Use Connect ED to ensure parents receive messages of upcoming events.

Person or Persons Responsible

Administration Teachers Counselor EESAC PTA Members

Target Dates or Schedule

Monthly

Evidence of Completion

- Sign-in communications logs will be available for parents to sign in when they attend an event.

Plan to Monitor Effectiveness of G7.B1.S1

Monitor parent participation through attendance and sign-in logs.

Person or Persons Responsible

Administrators Teachers PTA Members

Target Dates or Schedule

Monthly

Evidence of Completion

Communication Logs

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

Blue Lakes Elementary solely receives Tittle III funding. The funds generated are used to implement hourly bilingual intervention through the after-school program. In addition, the implementation of Mc Graw Hill Wonderworks is used to tutor the students in an after-school setting. No additional funding is available at this time.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 FCAT 2.0 Reading and FAA indicate that 72% students achieved Level 3 or Level 4 proficiency or above. Our goal for is 75% of students to achieve Level 3 or above on the 2014 Reading FCAT 2.0 or Level 4 or above on the FAA.

G1.B1 - ELL students scored at at 57% on the 2013 Reading FCAT. The targeted score for the 2014 FCAT is 65% .ELL subgroup scored low in the areas of Literary Analysis and Informational Text.

G1.B1.S1 - Provide ELL students with resources to work with at home as well as in school in order to understand context and skills needed to reach grade level proficiency.

PD Opportunity 1

- High percentage of ELL students - Students exhibit low comprehension in Reading

Facilitator

Vivian Bouza-Debs, Assistant Principal

Participants

- Reading Teachers - Media Specialist - Intervention Teacher

Target Dates or Schedule

- On-going reports from AR, Success Maker, Reading Plus -Quarterly Reading Assessments

Evidence of Completion

- 2014 FCAT 2.0 Reading Assessment

G2. The results of the 2013 FCAT Writing Assessment indicated that 68% of students achieved level 3.5 proficiency. The goal for 2014 is for 71% of students achieve Level 3.5 and higher on the 2014 FCAT Writing.

G2.B1 Students scored at at 68% during the 2013 FCAT Writing Assessment. The targeted score for the 2014 Writing Assessment is 71%. It has been noted that tudent lack skills in the areas of Conventions.

G2.B1.S1 - Use transitional phrases and have students highlight them within their writing using state provided Rubric.

PD Opportunity 1

Brain Pop for Grammar Success Maker Mc Graw Hill Wonders Series

Facilitator

Vivan Bouza Debs

Participants

Teachers

Target Dates or Schedule

On-going weekly assessments Monthly Writing Journals

Evidence of Completion

2014 FCAT Writing 2.0 Assessment

G4. The results of the 2013 FCAT 2.0 Science Assessment indicate that 62% of students achieved a level 3 or above. The goal for the 2014 FCAT 2.0 Science is for 66% of students to achieve a Level 3 or above.

G4.B1 During the 2013 FCAT Science Assessment, 39% of students achieved a Level 3, the target for the 2014 FCAT Science Assessment is 42%.

G4.B1.S1 Students will be exposed to the implementation of inquiry based, hands-on activities. In addition, students will participate in a school-wide Science Fair and County Fair to promote science awareness.

PD Opportunity 1

- Weekly inquiry based hands-on science lab activities. -School-wide Science Fair

Facilitator

MDCPS Professional Development

Participants

Mrs. Aluma, Mrs. Montalvo, Mrs. Perez

Target Dates or Schedule

- Science Baseline and Quarterly Assessments

Evidence of Completion

2014 FCAT 2.0 Science Assessment

G6. GOAL Blue Lakes Elementary School will focus on the Early Warning System to ensure all students needs addressed. Students will be identified who exhibit potential patterns in EWS and intervention will be provided.

G6.B1 During the 2013 school year, 10% of students were identified as missing 10% or more of available instruction time due to poor attendance, the target for the 2014 school year is to decrease to 9%.

G6.B1.S1 Host in-house parent workshop focusing on the importance of attendance. Counselor will meet with parents of students who have excessive absences.

PD Opportunity 1

- MTSS team meets once a month to discuss referrals given by teachers for potential at-risk students. In addition, work with school nurse to provide insight of when it is warranted to keep students at home.

Facilitator

Karol Pena, Counselor

Participants

Teachers, Staff

Target Dates or Schedule

- MTSS team will meet once a month and report of student attendance.

Evidence of Completion

- Grade reports obtained from ISIS and teacher evaluation will be analyzed

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT 2.0 Reading and FAA indicate that 72% students achieved Level 3 or Level 4 proficiency or above. Our goal for is 75% of students to achieve Level 3 or above on the 2014 Reading FCAT 2.0 or Level 4 or above on the FAA.	$5,909
G2.	The results of the 2013 FCAT Writing Assessment indicated that 68% of students achieved level 3.5 proficiency. The goal for 2014 is for 71% of students achieve Level 3.5 and higher on the 2014 FCAT Writing.	$2,570
	Total	$8,479

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program		Total
Title III		$5,909	$5,909
EESAC		$2,570	$2,570
Total		$8,479	$8,479

Budget Details

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

G1. The results of the 2013 FCAT 2.0 Reading and FAA indicate that 72% students achieved Level 3 or Level 4 proficiency or above. Our goal for is 75% of students to achieve Level 3 or above on the 2014 Reading FCAT 2.0 or Level 4 or above on the FAA.

G1.B1 - ELL students scored at at 57% on the 2013 Reading FCAT. The targeted score for the 2014 FCAT is 65% .ELL subgroup scored low in the areas of Literary Analysis and Informational Text.

G1.B1.S1 - Provide ELL students with resources to work with at home as well as in school in order to understand context and skills needed to reach grade level proficiency.

Action Step 1

- High percentage of ELL students - Students exhibit low comprehension in Reading

Resource Type

Evidence-Based Program

Resource

Hire hourly intervention teacher

Funding Source

Title III

Amount Needed

$5,909

G2. The results of the 2013 FCAT Writing Assessment indicated that 68% of students achieved level 3.5 proficiency. The goal for 2014 is for 71% of students achieve Level 3.5 and higher on the 2014 FCAT Writing.

G2.B1 Students scored at at 68% during the 2013 FCAT Writing Assessment. The targeted score for the 2014 Writing Assessment is 71%. It has been noted that tudent lack skills in the areas of Conventions.

G2.B1.S1 - Use transitional phrases and have students highlight them within their writing using state provided Rubric.

Action Step 1

Brain Pop for Grammar Success Maker Mc Graw Hill Wonders Series

Resource Type

Evidence-Based Program

Resource

Hire intervention hourly teacher

Funding Source

EESAC

Amount Needed

$2,570