2013-2014 SCHOOL IMPROVEMENT PLAN

Christina M. Eve Elementary School

16251 SW 99TH ST
Miami, FL 33196
305-383-9392
http://cme.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	54%

Alternative/ESE Center	Charter School	Minority Rate
No	No	96%

School Grades History

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

SIP Authority and Template

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

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

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

Table of Contents

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

Christina M. Eve Elem. School

Principal

Lidia Gonzalez M

School Advisory Council chair

Craig Walker

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

Name	Title
Lidia M. Gonzalez	Principal
Wilfredo A. Diaz	Assistant Principal
Adamary Olivera	Reading Liaison
Maria Medellin-Reyes	Media Specialist
Kevin Aulow	Math Liaison
Marie Duclos	Science Liaison
Martha Dominguez	SPED Chairperson
Katherine Delacalle	School Counselor
Marlene Molina-Gutierrez	School Psychologist
Carolina Camacho	School Social Worker

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

Principal-1, UTD-1, Teachers-5, Alternate Teacher-1, Educational Support Employee-1, Alternate Educational Support Employee-1, Parents-5, Alternate Parent-1, Student-1, Alternate Student-1, Business/Community Representative-3

Involvement of the SAC in the development of the SIP

School Advisory Committee members provided input on specific strategies to implement in the different areas of the School Improvement Plan. In addition, they provided input on the continuous improvement of the school as a community.

Activities of the SAC for the upcoming school year

Review and finalize the School Improvement Plan. Review, finalize, and approve projected use of school improvement funds. Inform the community of upcoming events. SAC members will be present when a vote is necessary or required to implement a new procedure or approve the expenditure of funds.

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

School Improvement Funds will be utilized for technology upgrades.

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:

Lidia Gonzalez M		
Principal	Years as Administrator: 15	Years at Current School: 4

Credentials	BS – Elementary Education, Florida International University; Master of Science – Elementary Education, Florida International University; Certification – Educational Leadership, Nova Southeastern University; Other certifications: Elementary Education, ESOL and Gifted
Performance Record	2013 – School Grade Rdg. Proficiency, 78% Math Proficiency, 82% Rdg. Lrg. Gains, 73 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 63 points Math Imp. of Lowest 25% - 71 points Rdg. AMO –84 Math AMO–87 2012 – Use the same format from 2013 Rdg. Proficiency, 82% Math Proficiency, 81% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 62 points Rdg. Imp. of Lowest 25% - 52 points Math Imp. of Lowest 25% - 61 points Rdg. AMO –83 Math AMO–85 2011 and prior use original format. '11 '10 '09 High Standards Rdg. 92 97 82 High Standards Math 94 96 76 Lrng Gains-Rdg. 71 78 74 Lrng Gains-Math 77 68 72 Gains-Rdg-25% 70 79 63 Gains-Math-25% 76 63 64

Wilfredo A. Diaz		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	BS – Elementary Education, Florida International University; Master of Science – Educational Leadership, Nova Southeastern University; Other certifications: Elementary Education and ESOL	
Performance Record	2013 – School Grade Rdg. Proficiency, 78% Math Proficiency, 82% Rdg. Lrg. Gains, 73 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 63points Math Imp. of Lowest 25% - 71 points Rdg. AMO –84 Math AMO–87 2012-School Grade Rdg. Proficiency, 82% Math Proficiency, 81% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 62 points Rdg. Imp. of Lowest 25% - 52 points Math Imp. of Lowest 25% - 61 points Rdg. AMO –83 Math AMO–85 11 '10 '09 High Standards Rdg. 94 90 81 High Standards Math 95 87 78 Lrng Gains-Rdg. 77 77 73 Lrng Gains-Math 74 77 57 Gains-Rdg-25% 77 72 65 Gains-Math-25% 88 76 55 '	

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
46

 # receiving effective rating or higher
46, 100%

 # Highly Qualified Teachers
87%

 # certified in-field
46, 100%

 # ESOL endorsed
43, 93%

 # reading endorsed
7, 15%

 # with advanced degrees
16, 35%

 # National Board Certified
7, 15%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
0, 0%

 # with 6-14 years of experience
20, 43%

 # with 15 or more years of experience
25, 54%

Education Paraprofessionals

# of paraprofessionals
2

 # Highly Qualified
2, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

 # receiving effective rating or higher

Teacher Recruitment and Retention Strategies

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

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

The Principal and Assistant Principal will conduct meetings with new teachers to ensure they understand procedures. The will be partnered with veteran staff members.

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

New teachers will meet with veteran teachers within their grade level to ask questions and receive clarifications on curriculum, data, and school procedures.

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

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

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

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

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

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

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

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

Tier 1(Leadership Team)
• Lidia M. Gonzalez (Principal) and Wilfredo A. Diaz (Assistant Principal) will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS/RtI problem solving.
• Adamary Olivera (Reading Liaison) and Maria Medellin-Reyes (Media Specialist) will assist in the data collection, will provide professional developments related to Reading and Language Arts strategies, and will keep the administration and staff abreast of any new effective Reading strategies and/or requirements disseminated from the state and/or district. They will also assist with the design and implementation for progress monitoring of students considered "at risk".
• Kevin Aulow (Mathematics Liaison) and Marie Duclos (Science Liaison) provide professional developments related to Mathematics and Science strategies, and keep the administration and staff abreast of any new effective Mathematics and Science strategies and/or requirements disseminated from the state and/or district.
• Martha Dominguez (SPED Chairperson) and Maria Rodriguez (SPED Teacher) will participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching
• Katherine De La Calle (school counselor), Marlene Molina-Gutierrez (Psychologist), and Carolina Camacho (school social worker) will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school social worker will continue to link child-serving and community agencies to the school and families in order to support the child's academic, emotional, behavioral, and social success.
• In addition to Tier 1 problem solving, the Leadership Team members will meet quarterly after each State or District mandated Assessment to review consensus, infrastructure, and implementation of building level MTSS/RtI.
Tier 2
The Principal and Assistant Principal along with members of the Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
The Principal, Assistant Principal, Counselor, School Psychologist, Social Worker, and the student's parent/guardian make up the Tier 3 SST Problem Solving Team. The members of the Tier 3 SST Problem Solving Team will collaborate to monitor student academic progress and adjust instruction as needed throughout the RTI process.

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

The Tier 1 and Tier 2 worksheets document focuses and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS/RtI

implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS/RtI process informs the discussion at MTSS/RtI leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

Data Sources
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• STAR reading assessment
• Oral Reading Fluency Measures
• Voyager Phonemic Awareness and Phonics measures
• Reading Plus
• Success Maker Utilization and Progress Reports
• Baseline and Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Attendance
• Functional Assessment
• Frequency Monitoring

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

The school will participate in the MTSS district professional development which consists of;
1. Administrators will attend district trainings in MTSS/RtI foundations and MTSS/RtI problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS/RtI team members will attend district trainings in MTSS/RtI foundations and MTSS/RtI problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI.
In addition, the MTSS/RtI Leadership Team will monitor the school's consensus, infrastructure, and implementation using suggested tools that can be found at(http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS/RtI implementation in the school.

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: 15,660

Title III Tutoring – Students who are English Language learners are provided tutoring as a means to reinforce reading and math skills. This program also helps students acquire English language skills.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Title III Tutoring- Work samples are collected weekly by the teacher. The Assistant Principal monitors student academic progress throughout the course of the Tutoring Program. Parents are provided with feedback on how their child is performing.

Who is responsible for monitoring implementation of this strategy?

Title III Tutors are responsible for the implementation of these strategies.

Literacy Leadership Team (LLT)

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

Name	Title
Lidia M. Gonzalez	Principal
Wilfredo A. Diaz	Assistant Principal
Adamary Olivera	Reading Liaison
Maria Medellin-Reyes	Media Specialist
Magaly Gutierrez	Grade Level Chairperson
Jessica Russ	Grade Level Chairperson
Deisy Figueras	Grade Level Chairperson
Melissa Abril	Grade Level Chairperson
Christina Villaverde	Grade Level Chairperson
Stephanie Fernandez	Grade Level Chairperson

How the school-based LLT functions

The team meets monthly and focuses on the following school-wide Literacy events:
• School-wide Accelerated Reader (AR) Initiative
• Fall and Spring Book Fairs
• Reading Under the Stars Family Night
• Quarterly AR Celebrations
• District Literacy Week Activities
• Dr. Seuss' Birthday Celebration
• Battle of the Books
• Barnes & Noble Family Night
The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the

school principal has the potential to have a great impact on student learning through her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level.: The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees serve on this team which meets on a monthly basis.

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The RLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Major initiatives of the LLT

At Christina M. Eve Elementary, the LLT will focus on increasing student participation in the Accelerated Reader Program and Reading Plus Program through quarterly celebrations in which students will be recognized for achieving their A.R. and Reading Plus goals. To promote Reading Awareness, Christina M. Eve Elementary will encourage student, parent, and staff participation in school-wide Reading events; such as, Reading Under the Stars, Book Fairs, and Barnes & Noble Family Night. The Reading Leadership Team will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Every Teacher Contributes to Reading Instruction

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

Teachers utilize the Accelerated Reader Program, Reading Plus, and Success Maker with fidelity in an effort to increase reading achievement. Students read silently throughout the school day, and also read at home. Students will be given the opportunity to join the Book Club. Students in the Book Club read a variety of novels and then compete in "Battle of the Books". During "Battle of the Books" Christina M. Eve Elementary competes against other schools in the region. The contestants are asked questions about the novels they've read, and as a team they discuss possible answers to the questions. Teams collect points in hopes of becoming the Battle of the Books champions for the school year. Schools receive a trophy for participating. Reading teachers will continue implementing "Reading Under the Stars" night where students and their parents are invited to participate in activities that promote literacy. Teachers have received, and will continue to receive training in Common Core State Standards and are implementing the requirements of these rigorous standards. Teachers will increase curriculum concepts to ensure students are transitioning from Next Generation Sunshine State Standards to Common Core Standards.

Preschool Transition

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

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

The Florida Voluntary Pre-Kindergarten Assessment (FLVPK) is administered during the months of September, January, and April to monitor student's academic progress as they prepare for Kindergarten. The Kindergarten Registration window opens in the Spring. At the time of registration, faculty and staff

members explain procedures to parents in an effort to facilitate the transition from Pre-K to Kindergarten. Parents of Pre-Kindergartners are invited to all school events including those where students are recognized for outstanding citizenship. Lastly, our Pre-K teacher who teaches Speech and Language Impaired students conducts program exit meetings with parents as their children transition to Kindergarten.

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	84%	78%	No	86%
American Indian				
Asian	100%	90%	No	100%
Black/African American				
Hispanic	85%	78%	No	87%
White	81%	64%	No	83%
English language learners	66%	62%	No	69%
Students with disabilities	72%	53%	No	75%
Economically disadvantaged	81%	76%	No	83%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	85	27%	33%
Students scoring at or above Achievement Level 4	157	51%	53%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		73%	76%
Students in lowest 25% making learning gains (FCAT 2.0)		63%	67%

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)	93	61%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	58	38%	44%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	49	33%	40%

Postsecondary Readiness

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

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	85	81%	83%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	87%	82%	No	88%
American Indian				
Asian	100%	90%	No	100%
Black/African American				
Hispanic	87%	82%	No	88%
White	84%	86%	Yes	86%
English language learners	73%	70%	No	75%
Students with disabilities	75%	50%	No	78%
Economically disadvantaged	80%	80%	Yes	82%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	95	31%	35%
Students scoring at or above Achievement Level 4	157	51%	53%

Learning Gains

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

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	35	32%	35%
Students scoring at or above Achievement Level 4	31	28%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	3	3%	5%

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	12	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	23	4%	3%
Students who are not proficient in reading by third grade	28	30%	27%
Students who receive two or more behavior referrals	39	6%	5%
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

During the 2012-2013 school year, approximately 75 % of our parents attended the various Parental Involvement Events sponsored at the school. Our goal is to maintain the percentage of Parental Involvement in all events at 75 %.
Parents are not aware of the academic expectations of their children due to insufficient communication with their child's teacher. Parents are not aware of information and notices sent home due to lack of follow up on assignments on a daily basis. Parents lack the initiative to schedule conferences with their child's teacher to monitor academic progress.
The action steps to be followed are the following:
Offer the parents an FCAT Informational Session. Increase the usage of the Connect-Ed messaging system. Maintain parental telephone logs and activity reports.
The Principal, Assistant Principal, Counselors, and Teachers will monitor the effectiveness of the action steps to ensure parental involvement continues to increase.
The process used to determine the effectiveness of the strategies will be the following: Tally Parental Involvement Monthly School and Activity Reports utilizing parent attendance sign-in sheets as the evaluation tool; collect participation data by analyzing the parental involvement monthly activities report; review parent telephone logs using the parental involvement monthly activities report as an evaluation tool

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Number of parent engagement opportunities offered in the school year	60	75%	80%
Average number of parents in attendance at parent engagement opportunities	500	75%	80%
Percent of parents who participated in parent engagement opportunities	502	75%	80%
Percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities	24	75%	80%

Goals Summary

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 78% of our students scored at achievement Level 3 and above. Our goal is to increase that percentage to 86% on the 2013-2014 FCAT 2.0.

G2. The results of the 2012-2013 FCAT 2.0 Writing Test indicate that 81% of our students scored at achievement level 3.5 and above. Our goal is to increase that percentage to 83%on the 2013-2014

G3. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 82% of our students scored at achievement Level 3 and above. Our goal is to increase this percentage to 88%.

G4. The results of the 2012-2013 FCAT 2.0 Science Assessment indicate that 60% of our Grade 5 students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above from 60% to 65%.

G5. The STEM goal for the 2013-2014 school year, is to increase activities for students to design and develop science, math and engineering projects utilizing technology to increase scientific thinking.

G6. In monitoring the Early Warning Systems, Christina M. Eve Elementary will decrease the number of students missing instructional time, receiving two or more behavior referrals, being retained, and the number of non-proficient readers by 3rd grade.

G7. Increase the number of parent engagement opportunities offered in the 2013-2014 school year from 60 to 65 opportunities.

Goals Detail

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 78% of our students scored at achievement Level 3 and above. Our goal is to increase that percentage to 86% on the 2013-2014 FCAT 2.0.

Targets Supported

Resources Available to Support the Goal
- Journals, Vocabulary Notebooks, Heritage Language/English Dictionary, Writer's notebook/folder, Graphic Organizers

Targeted Barriers to Achieving the Goal
- Data indicates that White, Hispanic, and Asian students demonstrated difficulty in Reading Application. The percentage of students in the White subgroup scoring a level three or above in the 2013-2014 FCAT 2.0 Reading Assessment will increase from 64% to 83% . The percentage of students in the Hispanic subgroup scoring a level three or above will increase from 78% to 87%. The percentage of students in the Asian subgroup scoring a level three or above will increase from 90% to 100%. The students in these subgroups demonstrated difficulty in comparing and contrasting across texts.

- Data indicates that the ELL, SWD, and ED subgroups demonstrated difficulty in Literary Analysis/Fiction/Nonfiction. The percentage of students in the ELL subgroup scoring a level three or above on the 2013-2014 FCAT 2.0 Reading Assessment will increase from 62% to 69%. The percentage of students in the SWD subgroup scoring a level three or above will increase from 53% to 75%. The percentage of students in the ED subgroup scoring a level three or above will increase from 76% to 83%. Students in these subgroups demonstrated difficulty understanding the text features of nonfiction and how it affects meaning.

- The results from the 2012-2013 FCAT 2.0 Reading indicate students scoring at Achievement level 3 demonstrated a deficiency in Reading Application. The percentage of students scoring at Achievement level 3 on the 2013-2014 FCAT 2.0 Reading Assessment will increase from 27% to 33%. Students demonstrated difficulty in reading and comprehending literature and informational text at the high end of the 2-3 text complexity band.

- The results from the 2012-2013 FCAT 2.0 Reading indicate students scoring at Achievement level 4 and above demonstrated a deficiency in Informational Text/Research Process. The percentage of students scoring at Achievement level 4 and above on the 2013-2014 FCAT 2.0 Reading Assessment will increase from 51% to 53%. Students demonstrated difficulty in reading and analyzing information given and in locating the result within the text.

- The results from the 2012-2013 FCAT 2.0 Reading Assessment indicate that students scoring in the learning gains category students demonstrated difficulty in reading and analyzing information given and in locating the result within the text. The percentage of students demonstrating learning gains in 2013-2014 FCAT 2.0 Reading Assessment will increase from 73% to 76%.

- The results from the 2012-2013 FCAT 2.0 Reading indicate that students in the lowest 25th percentile demonstrated difficulty in reading and analyzing information given and in locating the result within the text. The percentage of students in the lowest 25th percentile demonstrating learning gains in the 2013-2014 FCAT 2.0 Assessment will increase from 63% to 67%.

- The results from the 2012-2013 CELLA Listening and Speaking indicate the need for students to be provided additional opportunities in and outside of the classroom to speak English. The percentage of students demonstrating proficiency in the Listening/Speaking portion of the 2013-2014 CELLA will increase from 61% to 65%.

- The results from the 2012-2013 CELLA Reading indicate the need for students to be provided more opportunities to read in English. The percentage of students demonstrating proficiency in the Reading portion of the 2013-2014 CELLA will increase from 38% to 44%.

- The results from the 2012-2013 CELLA Writing indicate the need for students to practice academic writing. The percentage of students demonstrating proficiency in the Writing portion of the 2013-2014 CELLA will increase from 33% to 40%.

Plan to Monitor Progress Toward the Goal

Progress toward the goal will be monitored through the FCIM. Data will be analyzed monthly and quarterly.

Person or Persons Responsible
Principal and Assistant Principal

Target Dates or Schedule:
Monthly/Quarterly

Evidence of Completion:
Student grades, Interim Assessment Reports, 2014 FCAT 2.0 Reading Assessment scores, and 2014 CELLA Assessment scores

G2. The results of the 2012-2013 FCAT 2.0 Writing Test indicate that 81% of our students scored at achievement level 3.5 and above. Our goal is to increase that percentage to 83%on the 2013-2014

Targets Supported
- Writing

Resources Available to Support the Goal
- New Core Curriculum Standards.

Targeted Barriers to Achieving the Goal
- Students' performance data from the 2012-2013 FCAT Writes 2.0 indicates a need for improvement in organization and sentence variety. The percentage of students scoring a 3.5 or higher on the 2013-2014 FCAT 2.0 Writing Assessment will increase from 81% to 83%

Plan to Monitor Progress Toward the Goal

Utilizing ongoing work samples and writing prompts including the Baseline and Mid-Year Assessments to monitor progress towards the goal.

Person or Persons Responsible
The Principal and Assistant Principal

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments: Monthly writing prompts, District Interim Assessment Summative Assessment: 2014 FCAT 2.0

G3. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 82% of our students scored at achievement Level 3 and above. Our goal is to increase this percentage to 88%.

Targets Supported

Resources Available to Support the Goal

- FCAT Test Maker, Go Math Assessment workbooks, FCAT 2.O Math Item Specifications and Content Limits

Targeted Barriers to Achieving the Goal

- Data indicates a need for improvement in the Number: Fractions reporting category. This need was evident in the ELL and SWD subgroups. The percentage of students in the ELL subgroup demonstrating proficiency in the 2013-2014 FCAT 2.0 Mathematics Assessment will increase from 70% to 75%. The percentage of students in the SWD subgroup demonstrating proficiency in the 2013-2014 FCAT 2.0 Mathematics Assessment will increase from 50% to 78%.

- Students in the Asian and Hispanic subgroup demonstrated a need for improvement in Number: Base Ten Fractions reporting category. The percentage of students in the Asian subgroup demonstrating proficiency in the 2013-2014 FCAT 2.0 Mathematics Assessment will increase from 90% to 100%. The percentage of students in the Hispanic subgroup demonstrating proficiency in the 2013-2014 FCAT 2.0 Mathematics Assessment will increase from 82% to 88%

- Data obtained from the 2012-2013 FCAT 2.0 Mathematics Assessment, indicates students who scored a Level 3 demonstrated difficulty in Number: Operations and Problems. The percentage of students scoring a Level 3 in the 2013-2014 FCAT 2.0 Mathematics Assessment will increase from 31% to 35%.

- Data obtained from the 2012-2013 FCAT 2.0 Mathematics Assessment, indicates students who scored a Level 4 or above demonstrated difficulty in Number: Operations and Problems. The percentage of students scoring a Level 4 or above in the 2013-2014 FCAT 2.0 Mathematics Assessment will increase from 51% to 53%.

- Data obtained from the 2012- 2013 FCAT 2.0 Mathematics Assessment, indicates students making learning gains demonstrated difficulty in Number: Operations and Problems. The percentage of students making learning gains in the 2013-2014 FCAT 2.0 Mathematics Assessment will increase from 71% to 74%.

- Data obtained from the 2012-2013 FCAT 2.0 Mathematics Assessment, indicates students in the lowest 25th percentile demonstrated difficulty in Geometry and Measurement. The percentage of students in the lowest 25th percentile making learning gains in the 2013-2014 FCAT 2.0 Mathematics Assessment will increase from 71% to 74%.

Plan to Monitor Progress Toward the Goal

The Principal and Assistant Principal will visit classes to ensure progress towards the goal is evident. Discussions will take place during grade level meetings to ensure effectiveness. Data obtained from Interim Assessments and the 2013-2014 FCAT 2.0 Assessments will be analyzed.

Person or Persons Responsible
The Principal and Assistant Principal

Target Dates or Schedule:
During grade level meetings and quarterly.

Evidence of Completion:
Progress will be monitored through formative classroom assessments, Baseline and Interim Assessments, informal observations, and student work samples. The results of the 2013-2014 FCAT 2.0 Math Assessment will also be used as a Summative Assessment to measure progress.

G4. The results of the 2012-2013 FCAT 2.0 Science Assessment indicate that 60% of our Grade 5 students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above from 60% to 65%.

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- Gizmos, FCAT Explorer, FCAT Test Maker

Targeted Barriers to Achieving the Goal
- Data indicates that students who scored at achievement level three demonstrated a need for improvement in the Physical Science reporting category. The percentage of students scoring a level three on the 2013-2014 FCAT 2.0 Science will increase from 32% to 35%. There is a need for an increase of background knowledge of Physical Science vocabulary concepts.

- Data indicates that students who scored at or above a level four demonstrated a need for improvement in the reporting category of Physical Science. The percentage of students scoring a level four and above on the 2013-2014 FCAT 2.0 Science Assessment will increase from 28% to 29%. There is a need for an increase of background knowledge of Physical Science vocabulary concepts. Students performing at the mastery level of this reporting category will generally be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Plan to Monitor Progress Toward the Goal

Will monitor progress toward the goal by analyzing data from Interim Assessments and the FCAT 2.0 Science Assessment. Strategies will be adjusted as needed to ensure adequate progress.

Person or Persons Responsible
The Principal and Assistant Principal

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Minutes for data chats, 2014 FCAT 2.0 Science Assessment

G5. The STEM goal for the 2013-2014 school year, is to increase activities for students to design and develop science, math and engineering projects utilizing technology to increase scientific thinking.

Targets Supported
- STEM - All Levels

Resources Available to Support the Goal
- Science Boards, Science Experiment Procedures packet, GIZMOS, FCAT Explorer

Targeted Barriers to Achieving the Goal
- Students have insufficient exposure to science, technology, engineering, and math projects that integrate technology to increase scientific thinking.
- Insufficient percentage of students participating in STEM related projects and activities.

Plan to Monitor Progress Toward the Goal

Progress towards the goal will be monitored by administration. The process used to determine the effectiveness of the strategy is: Quality/grades of individual student projects, report on number of participants, and Science Process Test Results.

Person or Persons Responsible
The Principal and Assistant Principal

Target Dates or Schedule:
Quarterly and Annually

Evidence of Completion:
Progress will be monitored through formative classroom assessments, Baseline and Interim Assessments, informal observations, and student work samples. The results of the 2013-2014 FCAT 2.0 Science Assessment will also be used as a Summative Assessment to measure progress.

G6. In monitoring the Early Warning Systems, Christina M. Eve Elementary will decrease the number of students missing instructional time, receiving two or more behavior referrals, being retained, and the number of non-proficient readers by 3rd grade.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- Parent Sign-In sheets, Letters sent home to parents, Connect-Ed Messages

Targeted Barriers to Achieving the Goal

- Students missing 10% or more of available instructional time are missing valuable instructional content. The percentage of students missing 10% or more of available instructional time will decrease from 2% to 1% in the 2013-2014 school year. This can affect academic progress and impede a student's ability to reach his/her maximum potential as a learner.

- Students are being retained due to not meeting minimum grade level expectations in core subjects. The percentage of students being retained due to not meeting minimum grade level expectations in core subjects will decrease from 4% to 3% in the 2013-2014 school year.

- Students lacking basic reading skills in the primary grades is a barrier impeding them from becoming proficient in reading by grade 3. The percentage of students not proficient in reading by third grade will decrease from 30% to 27% in the 2013-2014 school year.

- Student misconduct is negatively impacting academic progress and serves as an Early Warning Indicator. The percentage of students who receive two or more behavior referrals will decrease from 6% to 5% in the 2013-2014 school year.

Plan to Monitor Progress Toward the Goal

Will monitor progress towards the goal by analyzing all facets of the Early Warning Systems including student attendance, students who are at-risk of being retained, students who at not proficient in reading, and students with two or more behavior referrals.

Person or Persons Responsible

The Principal, Assistant Principal, and Counselor

Target Dates or Schedule:

Daily, monthly, and at the end of the school year

Evidence of Completion:

Attendance Reports, Student Grades, Interim Assessments Reports, and FAIR Reports

G7. Increase the number of parent engagement opportunities offered in the 2013-2014 school year from 60 to 65 opportunities.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Parent Sign-In sheets, Letters sent home to parents, Connect-Ed Messages

Targeted Barriers to Achieving the Goal

- Parents work schedule may prevent them from attending school sponsored activities.

Plan to Monitor Progress Toward the Goal

Will analyze classroom sign in sheets and school sign in sheets to determine if adequate progress towards the goal is evident.

Person or Persons Responsible
The Principal and Assistant Principal

Target Dates or Schedule:
Quarterly. Before and After Events.

Evidence of Completion:
Sign In sheets

Action Plan for Improvement

Problem Solving Key

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

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 78% of our students scored at achievement Level 3 and above. Our goal is to increase that percentage to 86% on the 2013-2014 FCAT 2.0.

G1.B1 Data indicates that White, Hispanic, and Asian students demonstrated difficulty in Reading Application. The percentage of students in the White subgroup scoring a level three or above in the 2013-2014 FCAT 2.0 Reading Assessment will increase from 64% to 83% . The percentage of students in the Hispanic subgroup scoring a level three or above will increase from 78% to 87%. The percentage of students in the Asian subgroup scoring a level three or above will increase from 90% to 100%. The students in these subgroups demonstrated difficulty in comparing and contrasting across texts.

G1.B1.S1 Provide students with opportunities to develop and utilize graphic organizers and Reading Response logs. Students will utilize programs such as Renaissance Learning - Accelerated Reader and Reading Plus as a means to infuse technology into the reading curriculum.

Action Step 1

Utilize reading strategies that enable students to understand the process of using graphic organizers to visualize the similarities and differences between paired texts. Utilize technology to reinforce fundamental reading skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Fall 2013

Evidence of Completion

Lesson Plans, student work samples, and teacher/school generated assessments.

Facilitator:

Adamary Olivera, Reading Liaison

Participants:

Teachers

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

Utilizing the FCIM, review student' monthly assessment reports to monitor progress and to adjust instruction as needed. Classroom walk throughs will be utilized to monitor fidelity of implementation.

Person or Persons Responsible

The MTSS/RtI Team and LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Ongoing classroom assessments focusing on students' understanding of text features. Ongoing monitoring of SuccessMaker and Reading Plus reports. Interim Assessments, STAR Reading Assessments, Renaissance Learning- Accelerated Reader reports, and FCAT Test Maker Benchmarks Assessments will also be utilized.

Plan to Monitor Effectiveness of G1.B1.S1

Utilizing the FCIM, review student' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI team and LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments – Teacher informal observation log, students monthly writing samples, and rubrics utilized during instruction. Summative Assessment – 2014 FCAT 2.0 Reading Assessment

G1.B2 Data indicates that the ELL, SWD, and ED subgroups demonstrated difficulty in Literary Analysis/ Fiction/Nonfiction. The percentage of students in the ELL subgroup scoring a level three or above on the 2013-2014 FCAT 2.0 Reading Assessment will increase from 62% to 69%. The percentage of students in the SWD subgroup scoring a level three or above will increase from 53% to 75%. The percentage of students in the ED subgroup scoring a level three or above will increase from 76% to 83%. Students in these subgroups demonstrated difficulty understanding the text features of nonfiction and how it affects meaning.

G1.B2.S1 Provide opportunities for students to experience a variety of texts of varying complexities.

Action Step 1

Teach students to effectively use text features such as reading charts, graphs, and diagrams.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher/School Generated assessments.

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

Utilizing the FCIM, review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom assessments focusing on students' knowledge and understanding of text features. FCAT Test Maker Benchmark Reports, Interim Assessments, Success Maker reports.

Plan to Monitor Effectiveness of G1.B2.S1

Utilizing the FCIM, review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom assessments focusing on students' knowledge and understanding of text features. FCAT Test Maker Benchmark Reports, Interim Assessments, Success Maker reports.

G1.B3 The results from the 2012-2013 FCAT 2.0 Reading indicate students scoring at Achievement level 3 demonstrated a deficiency in Reading Application. The percentage of students scoring at Achievement level 3 on the 2013-2014 FCAT 2.0 Reading Assessment will increase from 27% to 33%. Students demonstrated difficulty in reading and comprehending literature and informational text at the high end of the 2-3 text complexity band.

G1.B3.S1 Students will read and comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently. Strategies include: author's purpose chart, two column note: opinion/support, conclusion/support, cause/effect chains, theme definitions, and venn diagrams.

Action Step 1

Will use a variety of strategies to enhance student's Reading Application skills and their and comprehension of informational text. These strategies include: author's purpose chart, two column note: opinion/support, conclusion/support, cause/effect chains, theme definitions, and venn diagrams.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's work and school site generated assessments

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

Utilizing the FCIM, schedule quarterly reviews of Interim Assessment data to analyze progress and adjust instruction as needed.

> **Person or Persons Responsible**
>
> LLT
>
> **Target Dates or Schedule**
>
> Quarterly
>
> **Evidence of Completion**
>
> Ongoing classroom assessments, Interim Assessments, FCAT Test Maker Benchmark Assessments

Plan to Monitor Effectiveness of G1.B3.S1

The Principal and Assistant Principal will visit classes to ensure fidelity to the plan of action is taking place. Discussions will also take place during grade level meetings and Literacy Team meetings to ensure effectiveness. The Reading Liaison will provide input on the effectiveness of the strategies.

> **Person or Persons Responsible**
>
> LLT
>
> **Target Dates or Schedule**
>
> Quarterly
>
> **Evidence of Completion**
>
> Progress will be monitored through formative classroom assessments, Baseline and Interim Assessments, informal observations, and student work samples. The results of the 2013-2014 FCAT 2.0 Reading Assessment will also be used as a Summative Assessment to measure progress.

G1.B4 The results from the 2012-2013 FCAT 2.0 Reading indicate students scoring at Achievement level 4 and above demonstrated a deficiency in Informational Text/Research Process. The percentage of students scoring at Achievement level 4 and above on the 2013-2014 FCAT 2.0 Reading Assessment will increase from 51% to 53%. Students demonstrated difficulty in reading and analyzing information given and in locating the result within the text.

G1.B4.S1 Using real-world documents such as, how-to articles, brochures, fliers, magazines, and websites which include text features to locate, interpret and organize information. Students will create their own brochures, flyers, and storybooks to demonstrate use of text feature.

Action Step 1

Assist students in the process of creating real world documents in an effort to locate, interpret, and organize information.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and school generated assessments.

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

Ongoing classroom Assessments focusing on student knowledge of Informational Text/ Research Process. Analyze data and adjust strategies as needed to ensure effectiveness.

Person or Persons Responsible

The Principal and Assistant Principal will monitor fidelity of implementation.

Target Dates or Schedule

Quarterly

Evidence of Completion

Ongoing classroom assessments, Interim Assessments, FCAT Test Maker Benchmark Assessments.

Plan to Monitor Effectiveness of G1.B4.S1

Utilizing the FCIM, schedule quarterly reviews of Interim Assessment Data in order to monitor the effectiveness of strategies. The data will be analyzed and instruction will be modified as needed to meet the academic needs of the students.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Progress will be monitored through formative classroom assessments, Baseline and Interim Assessments, informal observations, and student work samples. The results of the 2013-2014 FCAT 2.0 Reading Assessment will also be used as a Summative Assessment to measure progress.

G1.B5 The results from the 2012-2013 FCAT 2.0 Reading Assessment indicate that students scoring in the learning gains category students demonstrated difficulty in reading and analyzing information given and in locating the result within the text. The percentage of students demonstrating learning gains in 2013-2014 FCAT 2.0 Reading Assessment will increase from 73% to 76%.

G1.B5.S1 Students will complete a minimum of two Reading Plus sessions per week with a 70% proficiency rating. Students in the lowest 25 percentile and those students considered to be "bubble students" will participate in 30 minute interventions daily during special area time. The second floor lab will be used for the intermediate grades during the 2013-2014 school year. This will afford teachers more time to take advantage of programs such as Reading Plus, Success Maker, and FCAT Explorer.

Action Step 1

Utilize Reading Plus and Success Maker as a means to reinforce reading skills. Model how to identify context clues within the text by identifying key words and phrases that depict the meaning of words.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and school generated assessments.

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

Utilizing the FCIM, schedule quarterly data chats to analyze data in order to monitor students' knowledge in the area of context clues.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Ongoing classroom assessments, Interim Assessments, FCAT Test Maker Benchmark Assessments.

Plan to Monitor Effectiveness of G1.B5.S1

Utilizing the FCIM, schedule quarterly data chats to analyze data in order to monitor students' knowledge in the area of context clues.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0

G1.B6 The results from the 2012-2013 FCAT 2.0 Reading indicate that students in the lowest 25th percentile demonstrated difficulty in reading and analyzing information given and in locating the result within the text. The percentage of students in the lowest 25th percentile demonstrating learning gains in the 2013-2014 FCAT 2.0 Assessment will increase from 63% to 67%.

G1.B6.S1 Students will complete a minimum of two Reading Plus sessions per week with a 70% proficiency rating. Students in the lowest 25 percentile and those students considered to be "bubble students" will participate in 30 minute interventions daily during special area time. The second floor lab will be used for the intermediate grades during the 2013-2014 school year. This will afford teachers more time to take advantage of programs such as Reading Plus, Success Maker, and FCAT Explorer.

Action Step 1

Use task cards and Close reading strategies including the use of graphic organizers to help students visually see text organization patterns and also locate information within the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and school generated assessments

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

Utilizing the FCIM, schedule quarterly reviews of Interim Assessment Data in order to monitor students' knowledge in the area of Reading Application and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Ongoing classroom Assessments, Interim Assessments, FCAT Test Maker Benchmark Assessments

Plan to Monitor Effectiveness of G1.B6.S1

Utilizing the FCIM, schedule quarterly reviews of Interim Assessment Data in order to monitor students' knowledge in the area of Reading Application and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0

G1.B7 The results from the 2012-2013 CELLA Listening and Speaking indicate the need for students to be provided additional opportunities in and outside of the classroom to speak English. The percentage of students demonstrating proficiency in the Listening/Speaking portion of the 2013-2014 CELLA will increase from 61% to 65%.

G1.B7.S1 Provide opportunities for students to speak in english.

Action Step 1

Will be provided with opportunities to listen and participate in read-a-louds, and think-a- louds as a means to improve listening and speaking skills. In addition, students will participate in cooperative learning groups and work with a partner to provide opportunities for role play. In school, students will utilize Success Maker and Reading Plus to reinforce reading skills while improving listening skills.

Person or Persons Responsible

Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and school generated assessments

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

Monitor the implementation of identified strategies through the FCIM process and make adjustments to instruction as needed.

Person or Persons Responsible

MTSS/RtI Team/ LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher informal observation logs. The use of rubrics to assess progress in listening and speaking.

Plan to Monitor Effectiveness of G1.B7.S1

Monitor the implementation of identified strategies through the FCIM process and make adjustments to instruction as needed.

Person or Persons Responsible

MTSS/RtI team

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher informal observation log and rubrics used throughout instruction to monitor progress.

G1.B8 The results from the 2012-2013 CELLA Reading indicate the need for students to be provided more opportunities to read in English. The percentage of students demonstrating proficiency in the Reading portion of the 2013-2014 CELLA will increase from 38% to 44%.

G1.B8.S1 Provide opportunities for students to read in English.

Action Step 1

Differentiated instruction will be employed to address individual needs along with Reciprocal Teaching strategies. Students will participate in teacher led Small Group Reading and One on One Reading. Students will utilize Success Maker and Reading Plus to reinforce vocabulary, fluency, and reading comprehension. KWL charts will be utilized to build background knowledge. Chunking will also be utilized to improve students' vocabulary development and fluency. The teacher will model how to utilize context clues to find the meanings of words

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples including teacher generated assessments. Rubrics

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

Monitor the implementation of identified strategies through the FCIM process and make adjustments to instruction as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher informal observation log. Rubrics

Plan to Monitor Effectiveness of G1.B8.S1

Monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction as needed.

Person or Persons Responsible

MTSS/RtI Team and LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 CELLA

G1.B9 The results from the 2012-2013 CELLA Writing indicate the need for students to practice academic writing. The percentage of students demonstrating proficiency in the Writing portion of the 2013-2014 CELLA will increase from 33% to 40%.

G1.B9.S1 Provide opportunities for students to practice academic writing.

Action Step 1

During instruction, students will be instructed on developing and utilizing graphic organizers and Reading Response logs. Students will also illustrate and label key concepts when involved in writing activities. Students will participate in the school-wide monthly writing activities, journal writing activities, and ongoing formative assessments to measure growth. A writing conventions checklist will also be utilized to reinforce key grammatical skills that must be acquired.

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and school generated assessments

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

Monitor the implementation of identified strategies through the FCIM process

Person or Persons Responsible

MTSS/RtI and LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher informal observations and classroom writing samples

Plan to Monitor Effectiveness of G1.B9.S1

Monitor the implementation of identified strategies through the FCIM process and make adjustments to instruction as needed.

Person or Persons Responsible

MTSS/RtI Team and LLT

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Monthly Writing Prompts, Interim Assessments

G2. The results of the 2012-2013 FCAT 2.0 Writing Test indicate that 81% of our students scored at achievement level 3.5 and above. Our goal is to increase that percentage to 83%on the 2013-2014

G2.B1 Students' performance data from the 2012-2013 FCAT Writes 2.0 indicates a need for improvement in organization and sentence variety. The percentage of students scoring a 3.5 or higher on the 2013-2014 FCAT 2.0 Writing Assessment will increase from 81% to 83%

G2.B1.S1 Provide opportunities for students to practice organizing their writing while elaborating and varying their sentence structure.

Action Step 1

Develop a writing plan that includes creating a Writer's Notebook centered on the writing process. During writing instruction students will utilize mentor text to analyze the writers craft and organize details to develop sentences that will enhance the clarity of the piece. Teacher/Student conferencing during process of completing a writing sample. Also, During Writing instruction, students will develop a pre-writing plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and school generated assessments

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

Utilizing the FCIM, monthly narrative prompts will be scored by teachers and reviewed by the LLT and the MTSS/RtI teams in order to monitor students' progress in the identified areas of need. Classroom walk throughs will also take place as a means to monitor fidelity of implementation.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments, Classroom Observations, and writing samples.

Plan to Monitor Effectiveness of G2.B1.S1

Utilizing the FCIM, analyze student writing folders to determine effectiveness of strategies. Strategies will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT Writes 2.0

G3. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 82% of our students scored at achievement Level 3 and above. Our goal is to increase this percentage to 88%.

G3.B1 Data indicates a need for improvement in the Number: Fractions reporting category. This need was evident in the ELL and SWD subgroups. The percentage of students in the ELL subgroup demonstrating proficiency in the 2013-2014 FCAT 2.0 Mathematics Assessment will increase from 70% to 75%. The percentage of students in the SWD subgroup demonstrating proficiency in the 2013-2014 FCAT 2.0 Mathematics Assessment will increase from 50% to 78%.

G3.B1.S1 • Provide opportunities for students to: • represent and identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa. • compare and order fractions, including fractions greater than one, using models and strategies • represent and identify equivalent fractions, including fractions greater than one, using models

Action Step 1

Students will be provided with the following opportunities: Identifying fractions greater than one, using area, set and linear models, or vice versa; Compare and order fractions using models and strategies; Identify equivalent fractions greater than one using a model.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August/September 2013

Evidence of Completion

Student grades, Success Maker reports, Interim Assessments.

Facilitator:

District Personnel

Participants:

Math Teachers

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

Review data from benchmark assessments and interim assessments to ensure fidelity of implementation is taking place. Data will be analyzed and strategies will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Progress will be monitored through formative classroom assessments, Baseline and Interim Assessments, informal observations, and student work samples. The results of the 2013-2014 FCAT 2.0 Math Assessment will also be used as a Summative Assessment to measure progress.

Plan to Monitor Effectiveness of G3.B1.S1

Data will be analyzed at each grade level to determine if adequate progress is evident. Suggestions for modifications of strategies will be made during grade level meetings.

Person or Persons Responsible

MTSS/RtI and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Summative Assessment: 2014 FCAT 2.0 Math

G3.B2 Students in the Asian and Hispanic subgroup demonstrated a need for improvement in Number: Base Ten Fractions reporting category. The percentage of students in the Asian subgroup demonstrating proficiency in the 2013-2014 FCAT 2.0 Mathematics Assessment will increase from 90% to 100%. The percentage of students in the Hispanic subgroup demonstrating proficiency in the 2013-2014 FCAT 2.0 Mathematics Assessment will increase from 82% to 88%

G3.B2.S1 Students will be provided opportunities to multiply multi-digit whole numbers through four digits, including solving real-world problems and checking reasonableness of results.

Action Step 1

Students will be provided opportunities to multiply multi-digit whole numbers through four digits, including solving real-world problems and checking reasonableness of results. They will also translate a written description or a graphic representation to an expression or equation, which may include two operations and/or a variable, and vice versa. Lastly, they will describe and generalize an algebraic rule for a graphic or numeric pattern or relationship, including functions with two operations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, school generated assessments, Interim Assessments

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

Data will be reviewed to determine if adequate progress is evident. Instruction will be adjusted and modified as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Ongoing classroom assessments, FCAT Test Maker Benchmark Assessments, Interim Assessments

Plan to Monitor Effectiveness of G3.B2.S1

Will analyze data from Baseline Assessments and Interim Assessments to ensure students are making adequate progress and instruction is being modified accordingly.

Person or Persons Responsible

MTSS/RtI Team, Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Math Assessment

G3.B3 Data obtained from the 2012-2013 FCAT 2.0 Mathematics Assessment, indicates students who scored a Level 3 demonstrated difficulty in Number: Operations and Problems. The percentage of students scoring a Level 3 in the 2013-2014 FCAT 2.0 Mathematics Assessment will increase from 31% to 35%.

G3.B3.S1 Provide opportunities for students to develop an understanding of decimals including the connection between fractions and decimals.

Action Step 1

Will provide students with the opportunity to multiply multi-digit whole numbers through four digits fluently, including solving real-world problems and checking reasonableness of result. Students will identify an inverse equation or expression for division or multiplication problems; describe and generalize an algebraic rule for a graphic or numeric pattern and/or relationship, including functions with two operations.

Person or Persons Responsible

The teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Benchmark Assessments results

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

Will monitor progress by analyzing data from all grade levels to ensure fidelity of strategy implementation.

Person or Persons Responsible

The MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G3.B3.S1

Analyze data from all grade levels to ensure adequate progress is evident.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Math Assessment

G3.B4 Data obtained from the 2012-2013 FCAT 2.0 Mathematics Assessment, indicates students who scored a Level 4 or above demonstrated difficulty in Number: Operations and Problems. The percentage of students scoring a Level 4 or above in the 2013-2014 FCAT 2.0 Mathematics Assessment will increase from 51% to 53%.

G3.B4.S1 Provide students with opportunities to make connections between fractions and decimals.

Action Step 1

Will provide students with the opportunity to Multiply multi-digit whole numbers through four digits fluently, including solving real-world problems and checking reasonableness of result. Students will identify an inverse equation or expression for division or multiplication problems; describe and generalize an algebraic rule for a graphic or numeric pattern and/or relationship, including functions with two operations.

Person or Persons Responsible

The Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, FCAT Test Maker Benchmark Assessments, Interim Assessments.

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

Analyze data from different grade levels to ensure adequate progress is evident. Instruction will be modified as needed.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Baseline and Interim Assessments, Success Maker Reports, FCAT Explorer Reports, informal observations, and FCAT 2.0 work samples.Summative Assessments: The results of the 2013-2014 FCAT 2.0 Mathematics Assessment will be utilized to measure student academic growth and progress.

Plan to Monitor Effectiveness of G3.B4.S1

Analyze data from different grade levels to ensure students are demonstrating adequate progress

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Mathematics Assessment

G3.B5 Data obtained from the 2012- 2013 FCAT 2.0 Mathematics Assessment, indicates students making learning gains demonstrated difficulty in Number: Operations and Problems. The percentage of students making learning gains in the 2013-2014 FCAT 2.0 Mathematics Assessment will increase from 71% to 74%.

G3.B5.S1 Provide opportunities for students to support mathematical fluency and problem solving skills in the area of multi-digit multiplication.

Action Step 1

Teachers will provide opportunities for students to support mathematical fluency and problem solving skills in the areas of: Multi-Digit multiplication and expressions by providing time to practice and apply learned concepts in real-life situations. Students will also utilize Sum Dog and Success Maker to reinforce fundamental skills in the development and understanding of fractions and decimals.

Person or Persons Responsible

The Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and school generated assessments.

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

Analyze data from all grade levels to ensure students are making adequate progress. Instruction will be monitored and adjusted as needed.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Baseline and Interim Assessments, Success Maker Reports, FCAT Explorer Reports, informal observations, and FCAT 2.0 work samples. Summative Assessments: The results of the 2013-2014 FCAT 2.0 Mathematics Assessment will be utilized to measure student academic growth and progress.

Plan to Monitor Effectiveness of G3.B5.S1

Analyze data obtained from Interim Assessments to monitor strategies for effectiveness.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Math Assessment

G3.B6 Data obtained from the 2012-2013 FCAT 2.0 Mathematics Assessment, indicates students in the lowest 25th percentile demonstrated difficulty in Geometry and Measurement. The percentage of students in the lowest 25th percentile making learning gains in the 2013-2014 FCAT 2.0 Mathematics Assessment will increase from 71% to 74%.

G3.B6.S1 Provide opportunities for students to practice measuring different geometric figures and determining the elapsed time to the nearest hour and half hour.

Action Step 1

Provide opportunities for students to calculate the area and perimeter of polygons. Provide students with extra practice determining elapsed time. Students in the lowest 25th percentile will be invited to participate in the in-house mathematics interventions. These interventions will target specific math academic deficiencies within the lowest 25th percentile subgroup.

Person or Persons Responsible

The Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, school generated benchmark assessments.

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

Analyze data to ensure strategies are being implemented and students are progressing adequately.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Success Maker reports, FCAT Explorer reports, Interim Assessments, Ongoing classroom assessments

Plan to Monitor Effectiveness of G3.B6.S1

Data will be analyzed to monitor strategies for effectiveness. Progress will be discussed during grade level meetings and data chats.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Baseline and Interim Assessments, Success Maker Reports, FCAT Explorer Reports, informal observations, and FCAT 2.0 work samples. Summative Assessments: The results of the 2013-2014 FCAT 2.0 Mathematics Assessment will be utilized to measure student academic growth and progress.

G4. The results of the 2012-2013 FCAT 2.0 Science Assessment indicate that 60% of our Grade 5 students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above from 60% to 65%.

G4.B1 Data indicates that students who scored at achievement level three demonstrated a need for improvement in the Physical Science reporting category. The percentage of students scoring a level three on the 2013-2014 FCAT 2.0 Science will increase from 32% to 35%. There is a need for an increase of background knowledge of Physical Science vocabulary concepts.

G4.B1.S1 Provide more opportunities for students to learn physical science vocabulary terminology.

Action Step 1

The teachers will increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards; Incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, PBS, etc.); Utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e. at grade level, intervention and enrichment groups.) Teachers will also participate in data chats with students. Teachers will plan collaboratively on a weekly basis using the District Pacing Guide.

Person or Persons Responsible

The Teachers

Target Dates or Schedule

September 18, 2013

Evidence of Completion

Student work samples, FCAT Explorer and Gizmos reports.

Facilitator:

Mario Junco- Gizmos Representative

Participants:

Math and Science Teachers- 3rd, 4th, and 5th grade

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

Review FCAT Explorer, Gizmos reports, and Interim Assessment results to analyze progress. Classroom walk throughs will also serve as a means to monitor fidelity of implementation.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Baseline and Interim Assessments, Gizmo Reports, FCAT Explorer Reports, informal observations, and FCAT 2.0 work samples. Summative Assessments: The results of the 2013-2014 FCAT 2.0 Science Assessment will be utilized to measure student academic growth and progress.

Plan to Monitor Effectiveness of G4.B1.S1

Review student work samples and reports generated from programs such as Gizmos, FCAT Explorer, and Edusoft.

Person or Persons Responsible

The MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

2014 FCAT 2.0 Science Assessment

G4.B2 Data indicates that students who scored at or above a level four demonstrated a need for improvement in the reporting category of Physical Science. The percentage of students scoring a level four and above on the 2013-2014 FCAT 2.0 Science Assessment will increase from 28% to 29%. There is a need for an increase of background knowledge of Physical Science vocabulary concepts. Students performing at the mastery level of this reporting category will generally be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

G4.B2.S1 Provide students with opportunities to develop an understanding of basic forms of energy and how energy can be converted.

Action Step 1

Promote the use of instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding ; Ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards of topics being addressed. Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and school generated benchmark assessments.

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

The process used to determine effectiveness of the strategies will be the review of FCAT Explorer and Gizmos reports, analysis of work samples, and the ongoing usage of data to redirect instruction as needed.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Baseline and Interim Assessments, Gizmo Reports, FCAT Explorer Reports, informal observations, and FCAT 2.0 work samples. Summative Assessments: The results of the 2013-2014 FCAT 2.0 Science Assessment will be utilized to measure student academic growth and progress.

Plan to Monitor Effectiveness of G4.B2.S1

Review student work folders to determine the degree of progress. Data will be analyzed and strategies will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Science

G5. The STEM goal for the 2013-2014 school year, is to increase activities for students to design and develop science, math and engineering projects utilizing technology to increase scientific thinking.

G5.B1 Students have insufficient exposure to science, technology, engineering, and math projects that integrate technology to increase scientific thinking.

G5.B1.S1 Provide opportunities for students to participate in STEM projects to increase scientific thinking and inquiry.

Action Step 1

Increase the activities for students to design STEM projects utilizing technology to increase scientific thinking and the development and implementation of inquire based activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student generated work, School generated assessments

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

Will monitor strategies for fidelity of implementation by meeting with the Science liaison and Science teachers to determine if strategies need to be modified. In addition, activities such as the participation in Science Fair projects, the Recycling Club, and the Sum Dog competition which reinforces math skills will be closely monitored.

Person or Persons Responsible

The Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Interim Assessments, minutes for meetings with Science teachers

Plan to Monitor Effectiveness of G5.B1.S1

Monitor all STEM related projects for effectiveness. Adjust strategies as needed following the FCIM.

Person or Persons Responsible

The Principal and Assistant Principal

Target Dates or Schedule

Quarterly and Annually

Evidence of Completion

Progress will be monitored through formative classroom assessments, Baseline and Interim Assessments, informal observations, and student work samples. The results of the 2013-2014 FCAT 2.0 Science Assessment will also be used as a Summative Assessment to measure progress.

G5.B2 Insufficient percentage of students participating in STEM related projects and activities.

G5.B2.S1 Increase the percentage of students participating in STEM related projects

Action Step 1

Will inform parents of STEM related activities and will increase the number of activities for students to design and develop science, technology, engineering, and math projects.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, School generated assessments

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

Will monitor strategies for fidelity of implementation by meeting with the Science liaison and Science teachers to determine if strategies need to be modified. In addition, activities such as the participation in Science Fair projects, the Recycling Club, and the Sum Dog competition which reinforces math skills will be closely monitored.

Person or Persons Responsible

The Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Interim Assessments, minutes for meetings with Science teachers

Plan to Monitor Effectiveness of G5.B2.S1

Monitor all STEM related projects for effectiveness. Adjust strategies as needed following the FCIM.

Person or Persons Responsible

The Principal and Assistant Principal

Target Dates or Schedule

Quarterly and Annually

Evidence of Completion

Progress will be monitored through formative classroom assessments, Baseline and Interim Assessments, informal observations, and student work samples. The results of the 2013-2014 FCAT 2.0 Science Assessment will also be used as a Summative Assessment to measure progress.

G6. In monitoring the Early Warning Systems, Christina M. Eve Elementary will decrease the number of students missing instructional time, receiving two or more behavior referrals, being retained, and the number of non-proficient readers by 3rd grade.

G6.B1 Students missing 10% or more of available instructional time are missing valuable instructional content. The percentage of students missing 10% or more of available instructional time will decrease from 2% to 1% in the 2013-2014 school year. This can affect academic progress and impede a student's ability to reach his/her maximum potential as a learner.

G6.B1.S1 Improve student attendance in each grade level.

Action Step 1

Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI team. Parents of these students will be contacted verbally and in writing as a means to enforce attendance policies. Attendance incentives include a daily Attendance Lottery in which winners receive prizes. In addition, there will be a quarterly Sock Hop in which students with perfect attendance and no more than five tardies will be invited to attend.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Daily and Quarterly

Evidence of Completion

Daily Attendance Reports and Quarterly District Attendance Reports

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

Will monitor strategies for fidelity of implementation by monitoring daily attendance reports and following up with teachers to determine if students with excessive absences have been present in school.

Person or Persons Responsible

The Principal and Assistant Principal

Target Dates or Schedule

Daily

Evidence of Completion

Daily attendance reports

Plan to Monitor Effectiveness of G6.B1.S1

Will monitor the effectiveness of the action steps to ensure attendance rates increase and the number of students missing 10% or more of available instructional time decreases.

Person or Persons Responsible

The Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Spreadsheet identifying students with excessive absences. Attendance Reports

G6.B2 Students are being retained due to not meeting minimum grade level expectations in core subjects. The percentage of students being retained due to not meeting minimum grade level expectations in core subjects will decrease from 4% to 3% in the 2013-2014 school year.

G6.B2.S1 Monitor academic achievement throughout the school year and follow the Response to Intervention Model (RtI) to ensure students are receiving the appropriate strategies and interventions preventing retention at the end of the school year.

Action Step 1

The RtI model will be followed to provide timely support and interventions to students. Tier II students will be provided small group instruction while Tier III students will also receive one-on-one assistance as needed. If student progress is inadequate after interventions take place a Request for Assistance form will be submitted to the M-TEAM to determine if adjustments need to be made to instruction. The M-Team will also determine if an evaluation is necessary. Student progress will be monitored through a progress monitoring plan. Student data will be analyzed to determine if the interventions are effective. Reading Plus and Success Maker will be integrated as a means to integrate technology and reinforce key reading skills. The Student Progression Plan will be utilized to determine if retention is necessary for the student to close the achievement gap and become proficient in reading. The MTSS/RtI team will monitor academic progress in reading and will discuss student academic growth during grade level meetings, data chats, and conferences. Formative Assessments such as the Baseline and Interim Assessments, FAIR and FLKRS, and teacher created assessments will be used for ongoing progress monitoring. Summative Assessments such as FCAT 2.0 and SAT will be used to measure a year's worth of instruction.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, grades, Interim Assessment Scores, and FAIR reports

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

Following the FCIM, strategies will be monitored for fidelity of implementation by conducting grade level meetings and data chats to determine if adequate progress is evident.

Person or Persons Responsible

The Principal and Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Grades, work samples, Interim Assessment Reports, FAIR reports

Plan to Monitor Effectiveness of G6.B2.S1

Grade Level Meetings and Data chats will serve as two means to determine if strategies are working effectively. Student academic performance will be discussed during these meetings.

Person or Persons Responsible

The Principal and Assistant Principal

Target Dates or Schedule

Monthly and Quarterly

Evidence of Completion

Minutes for the meetings

G6.B3 Students lacking basic reading skills in the primary grades is a barrier impeding them from becoming proficient in reading by grade 3. The percentage of students not proficient in reading by third grade will decrease from 30% to 27% in the 2013-2014 school year.

G6.B3.S1 Decrease the number of students who are non-proficient in reading by third grade.

Action Step 1

Primary teachers will identify students who are deficient in reading in Kindergarten, 1st grade, and 2nd grade. They will follow the RtI model and provide TIER III strategies as interventions to students not meeting grade level expectations. Students not improving academic performance will be referred to the MTSS/RtI team in order for a possible SST meeting to be scheduled.

Person or Persons Responsible

Teachers and MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student grades, work folders

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

Will monitor academic progress in reading and will discuss student academic growth during grade level meetings, data chats, and conferences.

Person or Persons Responsible

MTSS/Rti Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student grades, work samples, and minutes for meetings

Plan to Monitor Effectiveness of G6.B3.S1

Will monitor academic progress in reading and will discuss student academic growth during grade level meetings, data chats, and conferences.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly, Quarterly

Evidence of Completion

Formative Assessments such as the Baseline and Interim Assessments, FAIR and FLKRS, and teacher created assessments will be used for ongoing progress monitoring. Summative Assessments such as the Stanford Achievement Test (SAT) will be used to measure a year's worth of instruction.

G6.B4 Student misconduct is negatively impacting academic progress and serves as an Early Warning Indicator. The percentage of students who receive two or more behavior referrals will decrease from 6% to 5% in the 2013-2014 school year.

G6.B4.S1 Identify students receiving two or more behavioral referrals and suspensions.

Action Step 1

Will monitor students who received two or more behavior referrals providing these students with counseling. The Code of Student Conduct will be utilized as a means to determine corrective strategies to monitor behavior. The MTSS/RtI team will evaluate the behaviors and contact parents to inform them of the measures taken and ask for their support. Every month each homeroom teacher will nominate a student as "Gator of the Month" to recognize their exemplary behavior. This will motivate students to do the right thing. Furthermore, students will participate in the "Catch you Being Good" program that reinforces positive student behavior.

Person or Persons Responsible

The Principal and Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Referral and suspension reports

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

Monitor behavior referral and suspension reports

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Decrease in number of referrals and suspensions

Plan to Monitor Effectiveness of G6.B4.S1

Monitor number of behavior referrals and suspensions

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Referral and suspension reports

G7. Increase the number of parent engagement opportunities offered in the 2013-2014 school year from 60 to 65 opportunities.

G7.B1 Parents work schedule may prevent them from attending school sponsored activities.

G7.B1.S1 Improve communication with parents by sending home letters and using the Connect-Ed system to inform parents of parent engagement opportunities.

Action Step 1

Offer the parents an FCAT Informational Session. Increase the amount of letters sent home to parents informing them of parent engagement opportunities. These opportunities will also be listed on the school website. Offer incentives to students whose parents attend school sponsored events.

Person or Persons Responsible

The Principal and Assistant Principal

Target Dates or Schedule

Monthly and as needed with ample time prior to the events

Evidence of Completion

Sign In sheets.

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

Will monitor strategies for fidelity of implementation by reviewing sign in sheets to determine the number of parents in attendance.

Person or Persons Responsible

The Principal and Assistant Principal

Target Dates or Schedule

Quarterly and following school events.

Evidence of Completion

Sign In sheets.

Plan to Monitor Effectiveness of G7.B1.S1

Will monitor the effectiveness of the action steps to ensure parental involvement continues to increase.

Person or Persons Responsible

The Principal, Assistant Principal, Counselors, and Teachers

Target Dates or Schedule

Monthly and as needed before and after school events

Evidence of Completion

Sign In Sheets

Coordination and Integration

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

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

Title III- Title III funds are used to supplement and enhance the programs for English Language Learners by providing funds to implement an after school tutorial program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 78% of our students scored at achievement Level 3 and above. Our goal is to increase that percentage to 86% on the 2013-2014 FCAT 2.0.

G1.B1 Data indicates that White, Hispanic, and Asian students demonstrated difficulty in Reading Application. The percentage of students in the White subgroup scoring a level three or above in the 2013-2014 FCAT 2.0 Reading Assessment will increase from 64% to 83% . The percentage of students in the Hispanic subgroup scoring a level three or above will increase from 78% to 87%. The percentage of students in the Asian subgroup scoring a level three or above will increase from 90% to 100%. The students in these subgroups demonstrated difficulty in comparing and contrasting across texts.

G1.B1.S1 Provide students with opportunities to develop and utilize graphic organizers and Reading Response logs. Students will utilize programs such as Renaissance Learning - Accelerated Reader and Reading Plus as a means to infuse technology into the reading curriculum.

PD Opportunity 1

Utilize reading strategies that enable students to understand the process of using graphic organizers to visualize the similarities and differences between paired texts. Utilize technology to reinforce fundamental reading skills.

Facilitator

Adamary Olivera, Reading Liaison

Participants

Teachers

Target Dates or Schedule

Fall 2013

Evidence of Completion

Lesson Plans, student work samples, and teacher/school generated assessments.

G3. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 82% of our students scored at achievement Level 3 and above. Our goal is to increase this percentage to 88%.

G3.B1 Data indicates a need for improvement in the Number: Fractions reporting category. This need was evident in the ELL and SWD subgroups. The percentage of students in the ELL subgroup demonstrating proficiency in the 2013-2014 FCAT 2.0 Mathematics Assessment will increase from 70% to 75%. The percentage of students in the SWD subgroup demonstrating proficiency in the 2013-2014 FCAT 2.0 Mathematics Assessment will increase from 50% to 78%.

G3.B1.S1 • Provide opportunities for students to: • represent and identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa. • compare and order fractions, including fractions greater than one, using models and strategies • represent and identify equivalent fractions, including fractions greater than one, using models

PD Opportunity 1

Students will be provided with the following opportunities: Identifying fractions greater than one, using area, set and linear models, or vice versa; Compare and order fractions using models and strategies; Identify equivalent fractions greater than one using a model.

Facilitator

District Personnel

Participants

Math Teachers

Target Dates or Schedule

August/September 2013

Evidence of Completion

Student grades, Success Maker reports, Interim Assessments.

G4. The results of the 2012-2013 FCAT 2.0 Science Assessment indicate that 60% of our Grade 5 students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above from 60% to 65%.

G4.B1 Data indicates that students who scored at achievement level three demonstrated a need for improvement in the Physical Science reporting category. The percentage of students scoring a level three on the 2013-2014 FCAT 2.0 Science will increase from 32% to 35%. There is a need for an increase of background knowledge of Physical Science vocabulary concepts.

G4.B1.S1 Provide more opportunities for students to learn physical science vocabulary terminology.

PD Opportunity 1

The teachers will increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards; Incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, PBS, etc.); Utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e. at grade level, intervention and enrichment groups.) Teachers will also participate in data chats with students. Teachers will plan collaboratively on a weekly basis using the District Pacing Guide.

Facilitator

Mario Junco- Gizmos Representative

Participants

Math and Science Teachers- 3rd, 4th, and 5th grade

Target Dates or Schedule

September 18, 2013

Evidence of Completion

Student work samples, FCAT Explorer and Gizmos reports.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 78% of our students scored at achievement Level 3 and above. Our goal is to increase that percentage to 86% on the 2013-2014 FCAT 2.0.	$3,000
	Total	$3,000

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Total
EESAC	$3,000	$3,000
Total	$3,000	$3,000

Budget Details

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

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 78% of our students scored at achievement Level 3 and above. Our goal is to increase that percentage to 86% on the 2013-2014 FCAT 2.0.

G1.B1 Data indicates that White, Hispanic, and Asian students demonstrated difficulty in Reading Application. The percentage of students in the White subgroup scoring a level three or above in the 2013-2014 FCAT 2.0 Reading Assessment will increase from 64% to 83% . The percentage of students in the Hispanic subgroup scoring a level three or above will increase from 78% to 87%. The percentage of students in the Asian subgroup scoring a level three or above will increase from 90% to 100%. The students in these subgroups demonstrated difficulty in comparing and contrasting across texts.

G1.B1.S1 Provide students with opportunities to develop and utilize graphic organizers and Reading Response logs. Students will utilize programs such as Renaissance Learning - Accelerated Reader and Reading Plus as a means to infuse technology into the reading curriculum.

Action Step 1

Utilize reading strategies that enable students to understand the process of using graphic organizers to visualize the similarities and differences between paired texts. Utilize technology to reinforce fundamental reading skills.

Resource Type

Technology

Resource

New computers for student stations in classrooms.

Funding Source

EESAC

Amount Needed

$3,000