



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

E.W.F. Stirrup Elementary School

330 NW 97TH AVE

Miami, FL 33172

305-226-7001

<http://stirrupelementary.dadeschools.net>

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
81%

Alternative/ESE Center
No

Charter School
No

Minority Rate
98%

School Grades History

2013-14
B

2012-13
B

2011-12
A

2010-11
A

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	17
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	27
Part III: Coordination and Integration	55
Appendix 1: Professional Development Plan to Support Goals	57
Appendix 2: Budget to Support Goals	58

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

E.W.F. Stirrup Elementary School

Principal

Dr. Maria Elena Hernandez

School Advisory Council chair

Mary Mellon-Gonzalez

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

Name	Title
Dr. Maria Elena Hernandez	Principal
Aileen Vega	Assistant Principal
Veronica Recio	Intern Assistant Principal
Dawn Cabrera	Reading Coach
Mary Mellon-Gonzalez	EESAC Chairperson
Sheryl Henderson	UTD Steward
Mattie Ramos	Media Specialist
Marcella Herrera-Barrios	SPED Teacher
Laura Evora	ELL Teacher
Griselle Molina	Mentor (Primary)
Maria Crespo	Mentor (Intermediate)

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, Teachers-5, UTD Steward-1, Educational support-1, Student-1, BCR-2, parent-6

Involvement of the SAC in the development of the SIP

Assist in creating, monitoring and implementing the school improvement plan with all stakeholders

Activities of the SAC for the upcoming school year

Reach out to community member to obtain more partners
Organize FCAT family night/events/workshops
Sponsor drives along with the Parent Teacher Association (PTA) to increase Parental Involvement
Assist the school to create and analyze school climate surveys for parents and students
Assist in creating, monitoring, and implementing the school improvement plan

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

Fund Tutorial Programs \$5,000.00

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Maria Elena Hernandez

Principal

Years as Administrator: 20

Years at Current School: 4

Credentials

Bachelor of Science(BS),
 Science; Elementary Education
 Master of Science (MS),
 Science; Elementary Education
 Certification-Educational
 Leadership (K-12); Doctor of
 Education (Ed. D.),specializing in Educational
 Leadership

Performance Record

2013 – School Grade
 Rdg. Proficiency, 62%
 Math Proficiency, 56%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 47points
 Rdg. Imp. of Lowest 25% -
 84 points
 Math Imp. of Lowest 25% -
 47 points
 Rdg. AMO No
 Math AMO No
 '12 '11 '10 '09 '08
 School Grade
 A A A A A
 AYP Y N N Y Y
 High Standards Rdg.
 69 81 81 80 79
 High Standards Math
 62 81 73 81 85
 Lrng Gains-Rdg.
 75 71 70 56 71
 Lrng Gains-Math
 60 68 54 67 69
 Gains-Rdg-25%
 84 75 58 68 71
 Gains-Math-25%
 59 75 58 72 70

Ms. Veronica Recio (Interim)

Asst Principal

Years as Administrator: 0

Years at Current School: 0

Credentials

Bachelor of Science in Elementary Education; Master of Education in Educational Leadership; Certifications: Elementary Education K-6, Educational Leadership K-12, Gifted Endorsement K-12, ESOL Endorsement K-12, Reading Endorsement K-12

Performance Record

2013 – School Grade (Ludlam Elementary)

Rdg. Proficiency, 73%

Math Proficiency, 70%

Rdg. Lrg. Gains, 75 points

Math Lrg. Gains, 70points

Rdg. Imp. of Lowest 25% -
53 points

Math Imp. of Lowest 25% -
70 points

Rdg. AMO Yes

Math AMO No

Ms. Aileen Vega

Asst Principal

Years as Administrator: 13

Years at Current School: 9

Credentials

Elementary
Education; Educational
Specialist Degree (Ed.S);
Certification-Educational
Leadership (K-12);
Currently pursuing Doctorate
Degree (Ed.D) in Organizational
Leadership

Performance Record

2013 – School Grade
Rdg. Proficiency, 62%
Math Proficiency, 56%
Rdg. Lrg. Gains, 71 points
Math Lrg. Gains, 47points
Rdg. Imp. of Lowest 25% -
84 points
Math Imp. of Lowest 25% -
47 points
Rdg. AMO No
Math AMONo
'12 '11 '10 '09 '08
School Grade
A A A A A
AYP N/A N N Y Y
High Standards Rdg.
69 81 81 80 79
High Standards Math
62 81 73 81 85
Lrng Gains-Rdg.
75 71 70 56 71
Lrng Gains-Math
60 68 54 67 69
Gains-Rdg-25%
84 75 58 68 71
Gains-Math-25%
59 75 58 72 70

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Full-time / School-based	Years as Coach: 12	Years at Current School: 21
Areas	Reading/Literacy	
Credentials	Bachelor's in Science (BS),Elementary Education; ESOL Endorsement; Reading Endorsement	
Performance Record	2013 – School Grade Rdg. Proficiency, 62% Rdg. Lrg. Gains, 71% points Rdg. Imp. of Lowest 25% - 84% points Rdg. AMO No	

Classroom Teachers**# of classroom teachers**

58

receiving effective rating or higher

58, 100%

Highly Qualified Teachers

97%

certified in-field

58, 100%

ESOL endorsed

47, 81%

reading endorsed

5, 9%

with advanced degrees

19, 33%

National Board Certified

4, 7%

first-year teachers

0, 0%

with 1-5 years of experience

7, 12%

with 6-14 years of experience

28, 48%

with 15 or more years of experience

23, 40%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

3, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

- Place university education students with Clinical Supervision Certified teachers to complete observation hours (Administration).
- Place interns with Clinical Supervision Certified teachers to complete internships (Administration).
- Provide leadership roles and supplements to teachers (Administration).

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

N/A

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 following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:

What will all students learn? (curriculum based on standards)

How will we determine if the students have learned? (common assessments)

How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)

How will we respond when students have learned or already know? (enrichment opportunities).

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

Principal

Assistant Principal

Grade Level Chairpersons

Exceptional Student Education Teacher

Reading Coach

School Psychologist

Speech Language Pathologist

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

The MTSS Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided Literacy Leadership Team (LLT) data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

The Leadership Team will:

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

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

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment

- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

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

The district professional development and support will include:

1. training for all administrators in the MTSS problem solving, data analysis process;
2. providing support for school staff to understand basic MTSS principles and procedures; and
3. providing a network of ongoing support for MTSS organized through feeder patterns.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 720

Students will receive aid with homework and access to educational technology programs such as Reading Plus, Success Maker, Riverdeep and their reading and math textbooks.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Attendance sheets, Reading Plus Reports, Success Maker Reports

Who is responsible for monitoring implementation of this strategy?

Administration

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Maria Elena Hernandez	Principal
Aileen Vega	Assistant Principal
Dawn Cabrera	Reading Coach
Mary Mellon-Gonzalez	EESAC Chairperson
Ms. Veronica Recio	Intern Assistant Principal
Sheryl Henderson	UTD Steward
Mattie Ramos	Media Specialist
Marcella Herrera-Barrios	SPED Teacher
Laura Evora	ELL Teacher
Griselle Molina	Mentor (Primary)
Maria Crespo	Mentor (Intermediate)

How the school-based LLT functions

The purpose of the Literacy 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 will serve on this team which will meet at least once a month. The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. During school site visits, the District team will review the minutes from LLT meetings and have a dialogue with principals regarding the meetings.

Major initiatives of the LLT

The Literacy Leadership Team is an integral part of the school's literacy reform process. The principal will provide necessary resources to the LLT. The reading coach will serve as a member of the Literacy Leadership Team. The coach will share his/her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators, analyzing data; and providing professional development.

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

At E.W.F. Stirrup Elementary School, Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-

year old children. All Pre-Kindergarten and Kindergarten students are assessed prior to entering the Pre-Kindergarten program. The students are given the Oral Language Proficiency Scale (OLPS) by the ELL Department Chair. During the school year Kindergarten students' print/letter knowledge and level of phonological awareness/processing will be determined by the Florida Assessments of Instruction in Reading (F.A.I.R.). Data from the F.A.I.R. will be used to plan for instruction and to determine the need for interventions. The

F.A.I.R. will be administered three times a year for progress monitoring. Parents of entering Pre-Kindergarten and Kindergarten students attend an orientation program prior to the opening of schools. Entering Pre-Kindergarten and Kindergarten students have the opportunity of visiting the classroom and meeting the teacher for the upcoming school year.

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	68%	62%	No	71%
American Indian				
Asian				
Black/African American	78%	0%	No	80%
Hispanic	68%	62%	No	71%
White	76%	0%	No	78%
English language learners	61%	50%	No	65%
Students with disabilities	31%	29%	No	38%
Economically disadvantaged	64%	58%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	111	27%	30%
Students scoring at or above Achievement Level 4	135	33%	34%

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)		71%	74%
Students in lowest 25% making learning gains (FCAT 2.0)		84%	86%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	205	55%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	116	31%	38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	110	30%	37%

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	54	45%	51%
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	72%	56%	No	75%
American Indian				
Asian				
Black/African American	89%		No	90%
Hispanic	71%	55%	No	74%
White	70%		No	73%
English language learners	69%	52%	No	72%
Students with disabilities	50%	26%	No	55%
Economically disadvantaged	69%	51%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	96	24%	27%
Students scoring at or above Achievement Level 4	125	31%	32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		47%	52%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		47%	52%

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	33	23%	27%
Students scoring at or above Achievement Level 4	22	15%	17%

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)	4		5
Participation in STEM-related experiences provided for students	400	50%	63%

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	64	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	19	2%	1%
Students who are not proficient in reading by third grade	65	46%	41%
Students who receive two or more behavior referrals	26	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

Goals Summary

- G1.** Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above from 30% on the 2013 FCAT 2.0 Reading Assessment by 5 percentage points to 35% on the 2014 FCAT 2.0 Reading Assessment.
- G2.** Our goal for the 2013-2014 school year is to increase the number of students scoring a 3.5 or above from 45% on the 2013 FCAT 2.0 Writing Assessment by 6 percentage points to 51% on the 2014 FCAT 2.0 Writing Assessment.
- G3.** Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above from 27% on the 2013 FCAT 2.0 Mathematics Assessment by 2 percentage points to 29% on the 2014 FCAT 2.0 Mathematics Assessment.
- G4.** Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above from 19% on the 2013 FCAT 2.0 Science Assessment by 3 percentage points to 22% on the 2014 FCAT 2.0 Science Assessment.
- G5.** Our goal for the 2013-2014 school year is to expose students in the STEAM program to different careers in math, science and technology.
- G6.** Our goal for the 2013-2014 school year is to decrease the number of students receiving 2 or more behavior referrals by 1 percentage point to 2%.

Goals Detail

G1. Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above from 30% on the 2013 FCAT 2.0 Reading Assessment by 5 percentage points to 35% on the 2014 FCAT 2.0 Reading Assessment.

Targets Supported

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

Resources Available to Support the Goal

- Accelerated Reader, Reading Plus, Success Maker, McGraw-Hill Wonders Reading Series

Targeted Barriers to Achieving the Goal

- Performance data from the 2013 FCAT Reading 2.0 indicates that our English Language Learners (ELL) subgroup, Hispanic subgroup, Economically Disadvantaged (ED) subgroup, and Students with Disabilities (SWD) students demonstrated a deficiency in Reporting Category 3(LA.3-5.2.2.1); explain and identify the purpose of text features. Students experienced difficulty in determining the meaning of words and phrases as they are used in text, including figurative and connotative meanings.
- Performance data from the 2013 FCAT 2.0 Reading Assessment indicates that our English Language Learners (ELL) subgroup, Hispanic subgroup, Economically Disadvantaged (ED) subgroup, and Students with Disabilities (SWD) students demonstrated a deficiency in Reporting Category 1(LA.3-5.1.6.9); identify multiple meanings in context. Students experienced difficulty in analyzing words in text.
- Performance data from the 2013 FCAT 2.0 Reading Assessment indicates that 27% of students scored at a Level 3.Students demonstrated a deficiency in Reporting Category 2(LA.3-10.1.7.5); analyze a variety of text structures (comparison/contrast, cause and effect, chronological order, argument/support, list) and text features (main headings with subheadings), and explain their impact on meaning in text. Students experienced difficulty in determining the overall structure of a text and contributes to the development of the theme, setting or plot.
- Performance data from the 2013 FCAT 2.0 Reading Assessment indicates that 33% of students scored at a Level 4 or above. Students demonstrated a deficiency in Reporting Category 2(LA.3-10.1.7.5); analyze a variety of text structures (comparison/contrast, cause and effect, chronological order, argument/support, list) and text features (main headings with subheadings), and explain their impact on meaning in text. Students experienced difficulty in determining the overall structure of a text and contributes to the development of the theme, setting or plot.
- Performance data from students making learning gains on the 2013 FCAT 2.0 Reading Assessment indicates that there is a deficiency in Reporting Category 3(LA.3-5.2.2.1); explain and identify the purpose of text features. Students experienced difficulty in determining the meaning of words and phrases as they are used in text, including figurative and connotative meanings.
- Performance data from students in the lowest 25% making learning gains on the 2013 FCAT 2.0 Reading Assessment indicates that there is a deficiency in Reporting Category 2(LA.3-10.1.7.5); analyze a variety of text structures (comparison/contrast, cause and effect, chronological order, argument/support, list) and text features (main headings with subheadings), and explain their impact on meaning in text. Students experienced difficulty in determining the overall structure of a text and contributes to the development of the theme, setting or plot.
- Performance data from students in the lowest 25% making learning gains on the 2013 FCAT 2.0 Reading Assessment indicates that there is a deficiency in Reporting Category 1(LA.3-5.1.6.9); identify multiple meanings in context. Students experienced difficulty in analyzing words in text.

- Performance data from the 2013 CELLA indicate that 55% our ELL students demonstrated proficiency in Listening/Speaking. Barriers include: Listening: Limited language opportunities at home inhibit the development of listening comprehension. Speaking: Limited ability to practice oral language skills in English inhibits oral language development.
- Performance data from the 2013 CELLA indicate that 31% our ELL students demonstrated proficiency in Reading. The deficiency is due to limited language opportunities at home.
- Performance data from the 2013 CELLA indicate that 30% our ELL students demonstrated proficiency in Writing. The deficiency is due to limited language opportunities at home.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the LLT will schedule data chats to review quarterly reports from Interim Assessments, along with monthly assessment data in order to monitor students' progress towards reading proficiency and adjust instruction as needed.

Person or Persons Responsible

Classroom Teachers and Administrative Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Summative Assessment: 2014 FCAT 2.0

G2. Our goal for the 2013-2014 school year is to increase the number of students scoring a 3.5 or above from 45% on the 2013 FCAT 2.0 Writing Assessment by 6 percentage points to 51% on the 2014 FCAT 2.0 Writing Assessment.

Targets Supported

- Writing

Resources Available to Support the Goal

- Wonders Series, Writing Journals, Melissa Forney's Writing Superstars

Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 FCAT 2.0 Writing Assessment indicates that students require additional support with the writing process. Students' experience difficulty when writing a variety of informational/expository forms (summaries, procedures, recipes, instruction, graphs/tables, experiments, rubrics and how-to manual).

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the MTSS/RtI Team will schedule data chats to review monthly assessment data and District Writing Assessment data in order to monitor students' progress in writing.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Summative Assessment: 2014 FCAT 2.0 Writing

G3. Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above from 27% on the 2013 FCAT 2.0 Mathematics Assessment by 2 percentage points to 29% on the 2014 FCAT 2.0 Mathematics Assessment.

Targets Supported

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

Resources Available to Support the Goal

- Gizmos , Reflex Math, Scott-Foresman Go Math!

Targeted Barriers to Achieving the Goal

- Students at the lowest 25 percentile making learning gains on the 2013 FCAT 2.0 Mathematics Assessment performance data indicates that there is a deficiency in Reporting Category Number: Fractions, Base Ten and Fractions and Expressions, Equations and Statistics.

Plan to Monitor Progress Toward the Goal

Utilizing FCIM model, the MTSS/Rtl Team will review data from the District Interim Assessments at grade level meetings to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Classroom Teachers and Administrative Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Summative Assessment: 2014 FCAT 2.0 Mathematics Assessment

G4. Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above from 19% on the 2013 FCAT 2.0 Science Assessment by 3 percentage points to 22% on the 2014 FCAT 2.0 Science Assessment.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Science Journals, GIZMOS

Targeted Barriers to Achieving the Goal

- Students' scoring at Achievement level 3 on the 2013 FCAT 2.0 Science Assessment performance data indicates that there is a deficiency in Reporting Category Physical Science; identify basic forms of energy, identify familiar forces, trace the conversion of electrical energy into other forms of energy, and distinguish relationships among mass, force and motion.
- Students' scoring at Achievement level 4 or above on the 2013 FCAT 2.0 Science Assessment performance data indicates that there is a deficiency in Reporting Category Physical Science; identify basic forms of energy, identify familiar forces, trace the conversion of electrical energy into other forms of energy, and distinguish relationships among mass, force and motion.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, data chats will be scheduled to review reports from Interim Assessments, along with monthly assessment data in order to monitor students' progress.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Summative Assessment: 2014 FCAT 2.0 Science Assessment

G5. Our goal for the 2013-2014 school year is to expose students in the STEAM program to different careers in math, science and technology.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- GIZMOS, Science Journals, Community Presenters

Targeted Barriers to Achieving the Goal

- Students lack sufficient opportunities to engage in the problem-solving process and in project-based learning.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM model, data chats will be conducted to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Summative: 2014 FCAT 2.0 Science Assessment

G6. Our goal for the 2013-2014 school year is to decrease the number of students receiving 2 or more behavior referrals by 1 percentage point to 2%.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- School Counselor, School Social Worker, Community Involvement Specialist

Targeted Barriers to Achieving the Goal

- In 2012-2013 school year, 3% of students received two or more behavior referrals.

Plan to Monitor Progress Toward the Goal

Administrative Team will meet quarterly to review referral reports and monitor for decrease in the number of referrals. The CIS will keep an attendance record of parent workshops in the Title I box.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Referral reports and Parent Sign In Sheets

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above from 30% on the 2013 FCAT 2.0 Reading Assessment by 5 percentage points to 35% on the 2014 FCAT 2.0 Reading Assessment.

G1.B1 Performance data from the 2013 FCAT Reading 2.0 indicates that our English Language Learners (ELL) subgroup, Hispanic subgroup, Economically Disadvantaged (ED) subgroup, and Students with Disabilities (SWD) students demonstrated a deficiency in Reporting Category 3(LA.3-5.2.2.1); explain and identify the purpose of text features. Students experienced difficulty in determining the meaning of words and phrases as they are used in text, including figurative and connotative meanings.

G1.B1.S1 Students will be provided with guided instruction and increased opportunities to explain and identify the purpose of text features.

Action Step 1

Students will practice returning to the text and generating answers derived from text-based evidence.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student-generated work Benchmark assessments Unit assessments

Action Step 2

Students will be provided Instruction that includes the use of task cards, interactive word walls, and vocabulary notebooks.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student-generated work Benchmark assessments Unit assessments

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

Utilizing the FCIM, the LLT will schedule data chats to review quarterly reports from Interim Assessments, along with monthly assessment data in order to monitor students' progress towards reading proficiency and adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

Utilizing the FCIM, the LLT will schedule data chats to review quarterly reports from Interim Assessments, along with monthly assessment data in order to monitor students' progress towards reading proficiency and adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: McGraw-Hill Wonders Reading Series Weekly Benchmark Assessments,
District Interim Assessments

G1.B2 Performance data from the 2013 FCAT 2.0 Reading Assessment indicates that our English Language Learners (ELL) subgroup, Hispanic subgroup, Economically Disadvantaged (ED) subgroup, and Students with Disabilities (SWD) students demonstrated a deficiency in Reporting Category 1(LA.3-5.1.6.9); identify multiple meanings in context. Students experienced difficulty in analyzing words in text.

G1.B2.S1 Students will be given increased opportunities in determining the meaning of words, and phrases as used in text and in distinguishing literal from non-literal.

Action Step 1

Instruction will include the use of task cards, interactive word walls, and vocabulary notebooks. Students will develop and maintain a response journal.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student-generated work Benchmark assessments Unit assessments

Action Step 2

Instruction will provide students opportunities to read in all content areas.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student-generated work Benchmark assessments Unit assessments

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

Utilizing the FCIM, the LLT will schedule data chats to review quarterly reports from Interim Assessments, along with monthly assessment data in order to monitor students' progress towards reading proficiency and adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Utilizing the FCIM, the LLT will schedule data chats to review quarterly reports from Interim Assessments, along with monthly assessment data in order to monitor students' progress towards reading proficiency and adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: McGraw-Hill Wonders Reading Series Weekly Benchmark Assessments,
District Interim Assessments

G1.B3 Performance data from the 2013 FCAT 2.0 Reading Assessment indicates that 27% of students scored at a Level 3. Students demonstrated a deficiency in Reporting Category 2(LA.3-10.1.7.5); analyze a variety of text structures (comparison/contrast, cause and effect, chronological order, argument/support, list) and text features (main headings with subheadings), and explain their impact on meaning in text. Students experienced difficulty in determining the overall structure of a text and contributes to the development of the theme, setting or plot.

G1.B3.S1 Students will be provided with guided instruction and increased opportunities to identify the theme, setting or plot of a text.

Action Step 1

Instruction will include the use of story maps, retelling, cooperative conversation and summarizing.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student-generated work Weekly Benchmark Assessments Unit Assessments

Action Step 2

Ongoing classroom assessments focusing on the students' ability to organize information text.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student-generated work Weekly Benchmark Assessments Unit Assessments

Action Step 3

Students will develop and maintain a response journal.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student-generated work Weekly Benchmark Assessments Unit Assessments

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

Utilizing the FCIM, the LLT will schedule data chats to review quarterly reports from Interim Assessments, along with monthly assessment data in order to monitor students' progress towards reading proficiency and adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G1.B3.S1

Utilizing the FCIM, the LLT will schedule data chats to review quarterly reports from Interim Assessments, along with monthly assessment data in order to monitor students' progress towards reading proficiency and adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: McGraw-Hill Wonders Reading Series Weekly Benchmark Assessments, District Interim Assessments

G1.B4 Performance data from the 2013 FCAT 2.0 Reading Assessment indicates that 33% of students scored at a Level 4 or above. Students demonstrated a deficiency in Reporting Category 2(LA.3-10.1.7.5); analyze a variety of text structures (comparison/contrast, cause and effect, chronological order, argument/support, list) and text features (main headings with subheadings), and explain their impact on meaning in text. Students experienced difficulty in determining the overall structure of a text and contributes to the development of the theme, setting or plot.

G1.B4.S1 Instruction should include the use of story maps, retelling, cooperative conversation and summarizing.

Action Step 1

Ongoing classroom assessments focusing on the students' ability to organize information text

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student-generated work Benchmark assessments Unit assessments

Action Step 2

Students develop and maintain a response journal.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student-generated work Benchmark assessments Unit assessments

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

Utilizing the FCIM, the LLT will schedule data chats to review quarterly reports from Interim Assessments, along with monthly assessment data in order to monitor students' progress towards reading proficiency and adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Summative Assessment: 2014 Reading FCAT 2.0

Plan to Monitor Effectiveness of G1.B4.S1

Utilizing the FCIM, the LLT will schedule data chats to review quarterly reports from Interim Assessments, along with monthly assessment data in order to monitor students' progress towards reading proficiency and adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Summative Assessment: 2014 Reading FCAT 2.0

G1.B5 Performance data from students making learning gains on the 2013 FCAT 2.0 Reading Assessment indicates that there is a deficiency in Reporting Category 3(LA.3-5.2.2.1); explain and identify the purpose of text features. Students experienced difficulty in determining the meaning of words and phrases as they are used in text, including figurative and connotative meanings.

G1.B5.S1 Students will be provided with guided instruction and increased opportunities to explain and identify the purpose of text features utilization the differentiated instruction components.

Action Step 1

Through the use of Wonders differentiated instruction, students will practice returning to the text and generating answers derived from text-based evidence.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student-generated work Benchmark assessments Unit assessments

Action Step 2

Students will be provided Instruction that includes the use of task cards, interactive word walls, and vocabulary notebooks.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student-generated work Benchmark assessments Unit assessments

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

Utilizing the FCIM, the LLT will schedule data chats to review quarterly reports from Interim Assessments, along with monthly assessment data in order to monitor students' progress towards reading proficiency and adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G1.B5.S1

Utilizing the FCIM, the LLT will schedule data chats to review quarterly reports from Interim Assessments, along with monthly assessment data in order to monitor students' progress towards reading proficiency and adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: McGraw-Hill Wonders Reading Series Weekly Benchmark Assessments, District Interim Assessments

G1.B6 Performance data from students in the lowest 25% making learning gains on the 2013 FCAT 2.0 Reading Assessment indicates that there is a deficiency in Reporting Category 2(LA.3-10.1.7.5); analyze a variety of text structures (comparison/contrast, cause and effect, chronological order, argument/support, list) and text features (main headings with subheadings), and explain their impact on meaning in text. Students experienced difficulty in determining the overall structure of a text and contributes to the development of the theme, setting or plot.

G1.B6.S1 Students require additional support and instruction in analyzing a variety of text structures including comparison/contrast, cause and effect, chronological order, argument/support, list and determining how the overall structure of a text contributes to the development of the theme, setting and plot.

Action Step 1

Daily small group intervention provided through McGraw-Hill WonderWorks intervention program.

Person or Persons Responsible

Interventionist, Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Intervention Assessments Ongoing Progress Monitoring

Facilitator:

Dawn Cabrera Reading Coach

Participants:

Interventionist, Classroom Teachers

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

Utilizing the FCIM, the LLT will schedule data chats to review quarterly reports from Interim Assessments, along with monthly assessment data in order to monitor students' progress towards reading proficiency and adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G1.B6.S1

Utilizing the FCIM, the LLT will schedule data chats to review quarterly reports from Interim Assessments, along with monthly assessment data in order to monitor students' progress towards reading proficiency and adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: McGraw-Hill Wonders Reading Series Weekly Benchmark Assessments, District Interim Assessments

G1.B7 Performance data from students in the lowest 25% making learning gains on the 2013 FCAT 2.0 Reading Assessment indicates that there is a deficiency in Reporting Category 1(LA.3-5.1.6.9); identify multiple meanings in context. Students experienced difficulty in analyzing words in text.

G1.B7.S1 Students will be given increased opportunities to analyze words in text an practice in determining the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area.

Action Step 1

Instruction will include the use of word walls, dictionaries, context clue charts, concept of definition maps and vocabulary notebooks.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Assessments Teacher-generated assessments Unit assessments

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

Utilizing the FCIM, the LLT will schedule data chats to review quarterly reports from Interim Assessments, along with monthly assessment data in order to monitor students' progress towards reading proficiency and adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G1.B7.S1

Utilizing the FCIM, the LLT will schedule data chats to review quarterly reports from Interim Assessments, along with monthly assessment data in order to monitor students' progress towards reading proficiency and adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: McGraw-Hill Wonders Reading Series Weekly Benchmark Assessments,
District Interim Assessments

G1.B8 Performance data from the 2013 CELLA indicate that 55% our ELL students demonstrated proficiency in Listening/Speaking. Barriers include: Listening: Limited language opportunities at home inhibit the development of listening comprehension. Speaking: Limited ability to practice oral language skills in English inhibits oral language development.

G1.B8.S1 ELL students will be provided with increased opportunity to develop listening and speaking skills.

Action Step 1

The Language Experience Approach (LEA) will be used to produce language in response to first-hand, multi-sensorial experiences.

Person or Persons Responsible

Classroom Teacher/ELL Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher observation

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

Utilizing the FCIM, the LLT will schedule data chats to review quarterly reports from Interim Assessments, along with monthly assessment data in order to monitor students' progress towards reading proficiency and adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Imagine Learning Reports Teacher observation

Plan to Monitor Effectiveness of G1.B8.S1

Utilizing the FCIM, the LLT will schedule data chats to review quarterly reports from Interim Assessments, along with monthly assessment data in order to monitor students' progress towards reading proficiency and adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: McGraw-Hill Wonders Reading Series Weekly Assessments District Interim Assessments

G1.B9 Performance data from the 2013 CELLA indicate that 31% our ELL students demonstrated proficiency in Reading. The deficiency is due to limited language opportunities at home.

G1.B9.S1 ELL students require additional opportunities to read and comprehend in English.

Action Step 1

Think alouds will be used to slow down the reading process and let students get a good look at how skilled readers construct meaning from a text.

Person or Persons Responsible

Classroom Teacher/ELL Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Imagine Learning Reports Teacher observation Weekly benchmark assessments

Action Step 2

ELL students will attend Title III tutoring.

Person or Persons Responsible

Classroom Teacher/ELL Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Imagine Learning Reports Teacher observation Weekly benchmark assessments

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

Utilizing the FCIM, the LLT will schedule data chats to review quarterly reports from Interim Assessments, along with monthly assessment data in order to monitor students' progress towards reading proficiency and adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G1.B9.S1

Utilizing the FCIM, the LLT will schedule data chats to review quarterly reports from Interim Assessments, along with monthly assessment data in order to monitor students' progress towards reading proficiency and adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: McGraw-Hill Wonders Reading Series Weekly Benchmark Assessments, District Interim Assessments

G1.B10 Performance data from the 2013 CELLA indicate that 30% our ELL students demonstrated proficiency in Writing. The deficiency is due to limited language opportunities at home.

G1.B10.S1 Students require additional time to practice academic writing.

Action Step 1

The use of ESOL strategies such as but not limited to; Vocabulary with context clues, use of task cards, reader's theater, multiple meaning words, and graphic organizers will be used to improve proficiency in writing.

Person or Persons Responsible

Classroom Teacher/ELL Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher observation Monthly writing samples

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

Utilizing the FCIM, the LLT will review data from the weekly and monthly writing benchmark assessments at each grade level meeting to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly Writing Prompts McGraw-Hill Writing Analytical Responses

Plan to Monitor Effectiveness of G1.B10.S1

Utilizing the FCIM, the LLT will review data from the weekly and monthly writing benchmark assessments at each grade level meeting to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly Writing Prompts McGraw-Hill Writing Analytical Responses

G2. Our goal for the 2013-2014 school year is to increase the number of students scoring a 3.5 or above from 45% on the 2013 FCAT 2.0 Writing Assessment by 6 percentage points to 51% on the 2014 FCAT 2.0 Writing Assessment.

G2.B1 Students' performance data from the 2013 FCAT 2.0 Writing Assessment indicates that students require additional support with the writing process. Students' experience difficulty when writing a variety of informational/expository forms (summaries, procedures, recipes, instruction, graphs/tables, experiments, rubrics and how-to manual).

G2.B1.S1 Students need additional support with fluency in writing an expository essay.

Action Step 1

Students will be given instruction in developing a prewriting plan that includes: support, descriptive details, figurative language, transitional words and phrases, etc., that are appropriate to produce fluency and cohesiveness in expository writing.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Writing Journals Monthly Writing Assessments

Action Step 2

Teachers will have collaborative team meetings during their common planning time, in order to discuss best practices in writing instruction.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Grade Level Meeting Minutes

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

Utilizing the FCIM, the MTSS/RtI Team will schedule data chats to review monthly assessment data and District Writing Assessment data in order to monitor students' progress in writing.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Writing journals Monthly Writing Assessments

Plan to Monitor Effectiveness of G2.B1.S1

Utilizing the FCIM, the MTSS/RtI Team will schedule data chats to review monthly assessment data and District Writing Assessment data in order to monitor students' progress in writing.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Writing journals Monthly Writing Assessments

G3. Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above from 27% on the 2013 FCAT 2.0 Mathematics Assessment by 2 percentage points to 29% on the 2014 FCAT 2.0 Mathematics Assessment.

G3.B5 Students at the lowest 25 percentile making learning gains on the 2013 FCAT 2.0 Mathematics Assessment performance data indicates that there is a deficiency in Reporting Category Number: Fractions, Base Ten and Fractions and Expressions, Equations and Statistics.

G3.B5.S1 Students will have increased and varied opportunities to translate a written description or graphic to an equation and to explore fractions and geometric relationships.

Action Step 1

Utilizing the Success Maker Program, thirty minutes of intervention will be provided outside of the mathematical instructional block.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly benchmark assessments and unit assessments Success Maker reports

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

Utilizing FCIM model, the MTSS/RtI Team will review data from the District Interim Assessments at grade level meetings to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Grade Level Meeting Minutes Formative: Scott-Foresman Go Math! Unit Assessments, District Interim Assessments, Success Maker Reports

Plan to Monitor Effectiveness of G3.B5.S1

Utilizing FCIM model, the MTSS/RtI Team will review data from the District Interim Assessments at grade level meetings to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Grade Level Meeting Minutes Formative: Scott-Foresman Go Math! Unit Assessments, District Interim Assessments, Success Maker Reports

G4. Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above from 19% on the 2013 FCAT 2.0 Science Assessment by 3 percentage points to 22% on the 2014 FCAT 2.0 Science Assessment.

G4.B1 Students' scoring at Achievement level 3 on the 2013 FCAT 2.0 Science Assessment performance data indicates that there is a deficiency in Reporting Category Physical Science; identify basic forms of energy, identify familiar forces, trace the conversion of electrical energy into other forms of energy, and distinguish relationships among mass, force and motion.

G4.B1.S1 Use Science notebooks to record investigative labs on Physical Science.

Action Step 1

Students will maintain science journals to document the results of their science labs inclusive of student-generated conclusions.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Science journals

Action Step 2

Provide students opportunities using hands on activities to distinguish relationships among mass, force and motion.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Science journals

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

Utilizing FCIM model, data from Interim Assessments will be reviewed and analyzed at grade level meetings to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Scott-Foresman Unit Assessments, District Interim Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Utilizing FCIM model, data from Interim Assessments will be reviewed and analyzed at grade level meetings to determine that progress is being made and to help teachers adjust instruction as needed..

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Grade Level Minutes Formative Assessments: Scott-Foresman Unit Assessments, District Interim Assessments

G4.B2 Students' scoring at Achievement level 4 or above on the 2013 FCAT 2.0 Science Assessment performance data indicates that there is a deficiency in Reporting Category Physical Science; identify basic forms of energy, identify familiar forces, trace the conversion of electrical energy into other forms of energy, and distinguish relationships among mass, force and motion.

G4.B2.S1 Students will be given increased opportunities to practice and increase their ability ability to evaluate investigations and experiments, organize, interpret, and analyze data, identify a control group, distinguish between observations and opinions, and defend conclusions.

Action Step 1

Gizmos simulations will be conducted by the teacher to assist students in developing analytical skills and comprehension of the scientific process.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

GIZMOS Reports

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

Utilizing the FCIM, data chats will be scheduled to review reports from Interim Assessments, along with monthly assessment data in order to monitor students' progress.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments GIZMOS Reports

Plan to Monitor Effectiveness of G4.B2.S1

Utilizing the FCIM, data chats will be scheduled to review reports from Interim Assessments, along with monthly assessment data in order to monitor students' progress.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Grade Level Minutes Formative Assessments: Scott-Foresman Unit Assessments, District Interim Assessments, GIZMOS Reports

G5. Our goal for the 2013-2014 school year is to expose students in the STEAM program to different careers in math, science and technology.

G5.B1 Students lack sufficient opportunities to engage in the problem-solving process and in project-based learning.

G5.B1.S1 Students will be given increased and varied opportunities to engage in the problem-solving process and in multiple project-based learning activities.

Action Step 1

Students in grades K-2 will participate as a class in the school science fair. Projects will be exhibited throughout the school.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Completed Science Fair Projects and Rubrics

Action Step 2

Students in grades 3-5 will participate individually in the school science fair. Projects will be exhibited throughout the school.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Completed Science Fair Projects and Rubrics

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

Utilizing the FCIM model, administration will conduct weekly focused walkthroughs to ensure all science teachers are using the hands-on inquiry-based activities to support the concept for better student understanding. Data chats will be conducted to to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Observations District Interim Assessments

Plan to Monitor Effectiveness of G5.B1.S1

Utilizing the FCIM model, administration will conduct weekly focused walkthroughs to ensure all science teachers are using the hands-on inquiry-based activities to support the concept for better student understanding. Data chats will be conducted to to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Observations District Interim Assessments

G6. Our goal for the 2013-2014 school year is to decrease the number of students receiving 2 or more behavior referrals by 1 percentage point to 2%.

G6.B1 In 2012-2013 school year, 3% of students received two or more behavior referrals.

G6.B1.S1 Students will be provided increased opportunities to receive positive recognition.

Action Step 1

Recognize students through the "Good Manners" program.

Person or Persons Responsible

Classroom Teacher/School Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

School issued "Good Manners" Coupons

Action Step 2

The Code of Student Conduct (COSC) will be provided to parents and students and parents will sign off that they have reviewed the COSC. Teachers will also review the COSC with students and, additionally, with parents during Open House.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Signed Acknowledgements of COSC

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

MTSS/Rtl Team will meet quarterly to review referral reports and monitor for decrease in the number of referrals.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Referral Reports

Plan to Monitor Effectiveness of G6.B1.S1

MTSS/Rtl Team will meet quarterly to review referral reports and monitor for decrease in the number of referrals.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Referral Reports

G6.B1.S2 The Community Involvement Specialist (CIS) will provide parents with a variety of workshops that address school achievement, attendance, parental involvement, accessing the parent portal, FCAT tips, and tutoring help.

Action Step 1

Provide a variety of parent workshops.

Person or Persons Responsible

CIS

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent Sign In Sheets

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

The CIS will keep attendance sheets in the Title I box.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent Sign In Sheets

Plan to Monitor Effectiveness of G6.B1.S2

The CIS will keep attendance sheets in the Title I box.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent 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 I, Part A

At E.W.F. Stirrup Elementary, services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive parental program and supplemental educational services.

Title I, Part C- Migrant

E.W.F. Stirrup provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional

Learning Community (PLC) development and facilitation, as well a Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide; tutorial programs, professional development on best practices for ESOL and content area teachers, reading and supplementary materials, hardware and software for the development of language and literacy skills in reading, mathematics, and science. Funds are also provided for parental involvement.

Title VI, Part B - NA

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community

organization.

- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program

(FEFP) allocation

Violence Prevention Programs

Drug Abuse Resistance Education (D.A.R.E.) school program addresses violence and drug prevention.

Nutrition Programs

1. The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2. Nutrition education, as per state statute, is taught through physical education.
3. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Parental

E.W.F. Stirrup will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with ongoing parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement. In addition, Title I schools must complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev.06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to the Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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. Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above from 30% on the 2013 FCAT 2.0 Reading Assessment by 5 percentage points to 35% on the 2014 FCAT 2.0 Reading Assessment.

G1.B6 Performance data from students in the lowest 25% making learning gains on the 2013 FCAT 2.0 Reading Assessment indicates that there is a deficiency in Reporting Category 2(LA.3-10.1.7.5); analyze a variety of text structures (comparison/contrast, cause and effect, chronological order, argument/support, list) and text features (main headings with subheadings), and explain their impact on meaning in text. Students experienced difficulty in determining the overall structure of a text and contributes to the development of the theme, setting or plot.

G1.B6.S1 Students require additional support and instruction in analyzing a variety of text structures including comparison/contrast, cause and effect, chronological order, argument/support, list and determining how the overall structure of a text contributes to the development of the theme, setting and plot.

PD Opportunity 1

Daily small group intervention provided through McGraw-Hill WonderWorks intervention program.

Facilitator

Dawn Cabrera Reading Coach

Participants

Interventionist, Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Intervention Assessments Ongoing Progress Monitoring

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above from 30% on the 2013 FCAT 2.0 Reading Assessment by 5 percentage points to 35% on the 2014 FCAT 2.0 Reading Assessment.	\$12,453
Total		\$12,453

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
EESAC Funds	\$5,453	\$5,453
Title III	\$7,000	\$7,000
Total	\$12,453	\$12,453

Budget Details

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

G1. Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above from 30% on the 2013 FCAT 2.0 Reading Assessment by 5 percentage points to 35% on the 2014 FCAT 2.0 Reading Assessment.

G1.B1 Performance data from the 2013 FCAT Reading 2.0 indicates that our English Language Learners (ELL) subgroup, Hispanic subgroup, Economically Disadvantaged (ED) subgroup, and Students with Disabilities (SWD) students demonstrated a deficiency in Reporting Category 3(LA.3-5.2.2.1); explain and identify the purpose of text features. Students experienced difficulty in determining the meaning of words and phrases as they are used in text, including figurative and connotative meanings.

G1.B1.S1 Students will be provided with guided instruction and increased opportunities to explain and identify the purpose of text features.

Action Step 1

Students will practice returning to the text and generating answers derived from text-based evidence.

Resource Type

Evidence-Based Program

Resource

Saturday Academy

Funding Source

EESAC Funds

Amount Needed

\$5,453

G1.B9 Performance data from the 2013 CELLA indicate that 31% our ELL students demonstrated proficiency in Reading. The deficiency is due to limited language opportunities at home.

G1.B9.S1 ELL students require additional opportunities to read and comprehend in English.

Action Step 2

ELL students will attend Title III tutoring.

Resource Type

Evidence-Based Program

Resource

Funding to provide tutorials for English Language Learners students.

Funding Source

Title III

Amount Needed

\$7,000