2013-2014 SCHOOL IMPROVEMENT PLAN

Madie Ives Community Elementary School

20770 NE 14TH AVE

North Miami Beach, FL 33179

305-651-3155

http://mies.dadeschools.net

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	Yes	88%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	97%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**
D	C	B	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
Focus Year 1	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School
Madie Ives Community Elementary School

Principal
Tanya Brown Major R

School Advisory Council chair
Guliana Ore

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

Name	Title
Tanya R. Brown-Major	Principal
Paula A. Good	Assistant Principal

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, alternate Principal – 1, UTD Steward -, teachers -5, alternate teacher – 1, Business/ Community Representative – 3, Educational Support - 1, alternate Educational Support, parents - 5, 1 alternate parent

Involvement of the SAC in the development of the SIP

The purpose of the SAC is to work to ensure improved student achievement. SAC is the guiding force for the writing and implementation of the School Improvement Plan. It is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Improvement Plan. The SAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs. All decisions for the SIP are made through consensus. SAC follows the Continuous Improvement Model in order to ensure fidelity to the school's mission.

Activities of the SAC for the upcoming school year

- Implementation of the 2013-2014 School Improvement Plan.
- Through consensus disseminate EESAC funds to promote student achievement.
- Provide all schoolwide information to members of the EESAC.
- Provide Title 1 information and surveys.
- Share all testing data throughout the year.

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

- $3,000 Student incentives.

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:

Tanya Brown Major R		
Principal	Years as Administrator: 18	Years at Current School: 11

Credentials	Doctorate of Education, Ed.,D. Certified in Education Leadership (K-12) Certified in Elementary Education (K-6)
Performance Record	2013 – School Grade - C Rdg. Proficiency, 59% Math Proficiency, 50% Rdg. AMO – 59% Math AMO– 50% 2012 - School Grade - B Rdg. Proficiency, 63% Math Proficiency, 49% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 54 points Rdg. Imp. of Lowest 25% - 83 points Math Imp. of Lowest 25% - 55 points 2011 and prior use original format. 11'10 '09 '08 School Grade B B A B A AYP Y N Y Y High Standards Rdg. 73 68 72 69 High Standards Math 72 61 72 69 Lrng Gains-Rdg. 67 65 70 58 Lrng Gains-Math 66 54 70 67 Gains-Rdg-25% 64 63 62 46 Gains-Math-25% 63 59 74 70

Paula Good		
Asst Principal	Years as Administrator: 11	Years at Current School: 11

Credentials	Masters of Science Elementary Education Certified in Education Leadership (K-12) Certified in Elementary Education (K-6) Certified in ESOL & Gifted
Performance Record	2013 – School Grade - C Rdg. Proficiency, 59% Math Proficiency, 50% Rdg. AMO – 59% Math AMO– 50% 2012 - School Grade - B Rdg. Proficiency, 63% Math Proficiency, 49% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 54 points Rdg. Imp. of Lowest 25% - 83 points Math Imp. of Lowest 25% - 55 points 2012 – School Grade - C Rdg. Proficiency, 63% Math Proficiency, 49% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 54 points Rdg. Imp. of Lowest 25% - 83 points Math Imp. of Lowest 25% - 55 points 2011 and prior use original format. 11 '10 '09 '08 School Grade B B A B A AYP Y N Y Y High Standards Rdg. 73 68 72 69 High Standards Math 72 61 72 69 Lrng Gains-Rdg. 67 65 70 58 Lrng Gains-Math 66 54 70 67 Gains-Rdg-25% 64 63 62 46 Gains-Math-25% 63 59 74 70

Classroom Teachers

# of classroom teachers
46

 # receiving effective rating or higher
46, 100%

 # Highly Qualified Teachers
91%

 # certified in-field
44, 96%

 # ESOL endorsed
12, 26%

 # reading endorsed
6, 13%

 # with advanced degrees
22, 48%

 # National Board Certified
1, 2%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
4, 9%

 # with 6-14 years of experience
25, 54%

 # with 15 or more years of experience
19, 41%

Education Paraprofessionals

# of paraprofessionals
3

 # Highly Qualified
3, 100%

Teacher Recruitment and Retention Strategies

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

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

Madie Ives utilizes a rigorous program to recruit and retain highly qualified teachers. Ongoing relationships with local universities, student-teacher programs, and teacher fairs are all part of the school's strategies to recruit and retain teachers. Teacher requitment is an effective method of

developing and retaining high quality classroom teachers. The Principal and Assistant Principal are responsible for these strategies.

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

Madie Ives offers a comprehensive mentoring program, involving both beginning teachers and experienced teachers who are new to the school or grade level and/or identified as being in need of improvement. The rationale for pairing teachers is for a primary grade experienced teacher to be paired with a beginning primary teacher, as well as a secondary grade experienced teacher to be paired with a beginning secondary teacher. The administrative teams provide resources, especially time for mentoring teams to meet, observe each other's techniques, model best practices, and discuss improvements to classroom and instructional practices.

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

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

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

The MTSS Leadership Team uses 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. Systematic interventions by teachers, using data collection and data analysis in grade level meetings will determine progress.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response. The MTSS problem solving process and monitoring progress of instruction will be implemented during data chats.
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 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 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 Tier 1 worksheets completed to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring 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 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 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

Dr. Tanya R. Brown-Major, Principal – Oversees the entire process
Ms. Paula Good – Monitor the printed
Mr. Kevin Diehl – Supports all classroom teachers in the collection of data through intervention programs
• In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (specify frequency) to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
Selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
Ms. Paula Good - LEA
Dr. Jani Rodriguez - Counselor
Dr. Calester Chaney - Teacher
Ms. Nancy Alpart - ESE Teacher
Ms. Melissa Lee - School Psychologist
In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.
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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 documents and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.
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

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

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

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

The school will participate in the MTSS district professional development which consists of;
1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI.
In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation to reach a rating of at least 80% MTSS implementation in the school.
The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures.
A description of MTSS and MTSS parent resources will be available on the school's web site.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Weekend Program
Minutes added to school year: 1,400

An 8 week Saturday Writing Academy is implemented for fourth graders. The teachers provide instruction, remediation, and enrichment activities for fourth grade students.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Writing data is collected on a weekly basis and analyzed through teacher collaboration as well as student-teacher writing conferencing.

Who is responsible for monitoring implementation of this strategy?

Fourth grade teachers.

Literacy Leadership Team (LLT)

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

Name	Title
Tanya R. Brown-Major	Principal
Paula Good	Assistant Principal
Kevin Diehl	Reading Coach
Monica Alba-Fives	Instructional Leader
David Kallan	Instructional Leader
Gerardo Capote	Media Specialist

How the school-based LLT functions

The LLT meets on a monthly basis to examine the effectiveness of literacy instruction at every grade level on a schoolwide scale. The team makes recommendations, based on which technology programs, to include and support instruction and supports the Media Specialist role in fostering literacy to all students.

Major initiatives of the LLT

The LLT will focus on content-based reading comprehension strategies, ongoing formative assessment, intensive writing integration, diverse texts, strategic tutoring, Core Curriculum strategies, and technology integration.
The LLT will increase the number of book titles in the school Media Center as well as increasing the circulation and usage of the Library.
The LLT will monitor, with fidelity, students' performance data from the 2013 Reading FCAT that indicates deficiencies in each Reporting Category.

Preschool Transition

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

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

Title 1 Administration assists Madie Ives Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Prekindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This assists 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 1 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 education process of their three-and four-year old children.

Madie Ives Elementary uses the following strategies which are supported by the office of PK/Elementary Instructional Support:

• Welcome to Kindergarten held on May 23, 2013
• Kindergarten Orientation held on August 10, 2013
• Open House held on August 28, 2013
• Establish or expand the "Welcome to Kindergarten" program to build partnerships with local early education programs,including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the center directors of neighborhood centers.
• Utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready School Partnership.
• The partnership will identify school-specific strategies from the "Transition Toolkit" (developed by PK/Elementary and community partners) to meet the needs of the local community.
• Build a working relationship and a culture of exchange and mutual respect by instituting the Early Educator Exchange (TripleE). Neighborhood and school site PK teachers will come together with kindergarten teachers in the Fall and Summer for a facilitated discussion focusing on student performance, effective instructional methods, and developmental expectations.
• Direct the office staff to distribute "Smooth Sailing" kindergarten preparation brochures and other documents to interested parents throughout the 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	64%	59%	No	68%
American Indian				
Asian				
Black/African American	63%	57%	No	67%
Hispanic	65%	65%	Yes	69%
White				
English language learners	57%	49%	No	61%
Students with disabilities	45%	28%	No	51%
Economically disadvantaged	63%	58%	No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	112	31%	39%
Students scoring at or above Achievement Level 4	94	26%	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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		58%	62%
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)	47	47%	52%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	29	29%	36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	22	22%	30%

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	75	60%	64%
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	63%	50%	No	66%
American Indian				
Asian				
Black/African American	61%	49%	No	65%
Hispanic	65%	51%	No	69%
White				
English language learners	53%	39%	No	57%
Students with disabilities	48%	20%	No	54%
Economically disadvantaged	62%	49%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	86	24%	35%
Students scoring at or above Achievement Level 4	93	26%	31%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		62%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		61%	65%

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	28%	32%
Students scoring at or above Achievement Level 4	24	20%	22%

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)	123		150
Participation in STEM-related experiences provided for students	32	15%	25%

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	53	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	26	3%	2%
Students who are not proficient in reading by third grade	46	41%	37%
Students who receive two or more behavior referrals	66	9%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	1%	1%

Goals Summary

G1. The results of the 2013 FCAT 2.0 Reading Test, indicate that 59% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 9 percentage points to 68%.

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 60% of the students scored level 4 or higher. Our goal for the 2013-2014 school year is to improve 4 percentage points to 64%.

G3. The results of the 2013 FCAT 2.0 Mathematics Tests indicates that 50% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 16 percentage points to 66%.

G4. The results of the 2013 administration of the Science FCAT 2.0 indicate that 29% of students achieved proficiency in the Levels 4 and 5. Our goal is to increase student proficiency by 7 percentage points to 36%.

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

G6. Student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 2% or more of the available instructional time from 7%

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading Test, indicate that 59% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 9 percentage points to 68%.

Targets Supported

Resources Available to Support the Goal

- McGraw Hill

- SuccessMaker

- Reading Plus

Targeted Barriers to Achieving the Goal

- Students in the Black (57%), Hispanic (65%), ELL (49%), SWD (28%), and ED (58%) subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 1 (L.A.3-5.1.6.9); Multiple Meanings in Context. Students experience difficulties in determining meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

- Students' scoring at or above Achievement Level 4 (26%) and students' scoring Achievement Level 3 (31%), from the 2013 FCAT performance data 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 experience difficulty in comparing and contrast stories in the same genre (e.g., mysteries and adventure stories) and similar themes and topics.

- Students' making learning gains (58%), and making learning gains in the lowest 25% (63%) from the 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 2 (LA.3-5.1.7.2); Identify Author;s Purpose in Text. Students experience difficulty reading and comprehending literature and informational text at the high end of the 2-3 text complexity band independently and proficiently.

- Student results of the 2013 CELLA indicate that 47% of the students achieved proficiency in the Listening/Speaking area, 29% in the Reading area and 22% in the Writing area. Students experience difficulty developing vocabulary to be successful readers and need more exposure to graphic organizers.

- Student results of the 2013 CELLA indicate that students require additional opportunities to read in English and to practice academic writing.

- Student results of the 2013 CELLA indicate that students require additional classroom opportunities to interact with each other and to discuss experiences.

Plan to Monitor Progress Toward the Goal

SuccessMaker District Interim Assessment

Person or Persons Responsible
Reading Teachers

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative Assessments: Monthly SuccessMaker report, District Interim Assessment Summative Assessment: 2014 FCAT 2.0

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 60% of the students scored level 4 or higher. Our goal for the 2013-2014 school year is to improve 4 percentage points to 64%.

Targets Supported

- Writing

Resources Available to Support the Goal

- McGraw-Hill

Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 FCAT Writing indicates that students performing at 3.5 and above (60%) require additional support with fluency in both narrative and informational essay writing. Students experienced difficulty in writing a narrative due to lack of elaboration and voice. Students experienced difficulty in writing an expository essay due to the lack of knowledge of informational text structures.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and FCAT 2.0

Person or Persons Responsible

LLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

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

G3. The results of the 2013 FCAT 2.0 Mathematics Tests indicates that 50% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 16 percentage points to 66%.

Targets Supported

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

Resources Available to Support the Goal

- Go Math Florida - HoughtonMifflinHarcourt

Targeted Barriers to Achieving the Goal

- Students in the Black (49%), Hispanic (51%), ELL (39%), SWD (20%), and ED (49%) subgroups' 2013 FCAT performance data indicates that there is a deficiency in Category 1, Operations, Problems and Statistics. Students' need multiple opportunities to use mathematics vocabulary in real world situations to apply their knowledge to solving fractions problems.

- According to the results of the 2013 FCAT 2.0, students in Level 3 (24%) experienced difficulty in Reporting Category 5, Geometry and Measurement. Students need many opportunities to make real-world measurements, such as length, time, and to explore geometric relationships.

- According to the results of the 2013 FCAT 2.0, students not making learning gains in Grades 3-5 (62%) experienced difficulty in Reporting Category 2, Fractions. There is a need to increase the use of manipulatives in each classroom.

- According to the results of the 2013 FCAT 2.0, students in the lowest 25% (61%) experienced difficulty in Reporting Category 1, Number: Operations, Problems & Statistics. There is a need to increase the use of manipulatives in each classroom.

- According to the results of the 2013 FCAT 2.0, students who achieved Levels 4 and 5 (26%) need additional opportunities to discuss and write about mathematics. They experienced difficulty in Reporting Category 2, Number: Fractions.

Plan to Monitor Progress Toward the Goal

The MTSS/RtI will review data from monthly benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible
MTSS/RtI

Target Dates or Schedule:
Monthly

Evidence of Completion:
SuccessMaker program Formative: District interim assessments Summative: 2014 FCAT 2.0

G4. The results of the 2013 administration of the Science FCAT 2.0 indicate that 29% of students achieved proficiency in the Levels 4 and 5. Our goal is to increase student proficiency by 7 percentage points to 36%.

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- Florida Science - Scott Foresman

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2013 Science FCAT 2.0 in students achieving Level 3 (28%) is Reporting Category Life Science. Students need more opportunities to use journals and reasoning in laboratory settings.

- According to the results of the 2013 FCAT 2.0, students who achieved Levels 4 and 5 (20%) need additional opportunities to review/practice when learning science concepts.. They experienced difficulty in Reporting Category 1: Nature of Science.

Plan to Monitor Progress Toward the Goal

MTSS/RtI will review data and instruction will be adjusted as needed.

Person or Persons Responsible
MTSS/RtI

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative Assessment: District Interim Assessments Summative Assessment: 2014 FCAT 2.0 Assessment

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

Targets Supported
- STEM

- STEM - All Levels

Resources Available to Support the Goal
- SECME Elementary Science Fair

Targeted Barriers to Achieving the Goal
- Students have limited experience of participation in the Miami Dade STEM Expo. A plan for the development of student projects and the increase of the STEM competitions is in place. Students experience difficulty in understanding informational text as it relates to the scientific method.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G6. Student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 2% or more of the available instructional time from 7%

Targets Supported
- EWS - Elementary School

Resources Available to Support the Goal
- Code of Student Conduct

Targeted Barriers to Achieving the Goal
- To provide necessary communication between home and school to eliminate unnecessary absences and reduce tardies with students who miss 10% or more. Actual 2013 Percentage is 96.45% and will increase in 2014 to 98.45%.

- Students who were retained and Tier 2 and Tier 3 students have been targeted and carefully monitored in a small class setting. Small group and differentiated instruction indicates that students require additional support.

- In 2013, 54% of students are not proficient in reading by third grade and will decrease to 44% in 2014.

- In 2013, 1% of students received two or more behavior referrals that lead to suspension.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible
MTSS/RtI

Target Dates or Schedule:
Weekly

Evidence of Completion:
Attendance Reports

Action Plan for Improvement

Problem Solving Key

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

G1. The results of the 2013 FCAT 2.0 Reading Test, indicate that 59% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 9 percentage points to 68%.

G1.B1 Students in the Black (57%), Hispanic (65%), ELL (49%), SWD (28%), and ED (58%) subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 1 (L.A.3-5.1.6.9); Multiple Meanings in Context. Students experience difficulties in determining meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

G1.B1.S1 Instruction using context clues will be utilized in the following ways: allow students to build their general knowledge of words, use of word walls, concept definition maps, Isabel Beck's Three Tiered Vocabulary, and response journals.

Action Step 1

Instruction using context clues will be utilized in the following ways: allow students to build their general knowledge of words, use of word walls, concept definition maps, Isabel Beck's Three Tiered Vocabulary, and response journals.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker Reports

Facilitator:

Kevin Diehl

Participants:

Teachers - Kindergarten through Fifth Grade

Action Step 2

McGraw-Hill Professional Development

Person or Persons Responsible

Kindergarten - Fifth Grade Teachers

Target Dates or Schedule

November 8, 2013

Evidence of Completion

Student Work Folders

Facilitator:

Kevin Diehl

Participants:

Teachers - Kindergarten through Fifth Grade

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

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports, student work folders, monitor progress at collaborative planning and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

SucessMaker Reports District Interim Assessment Reports

Plan to Monitor Effectiveness of G1.B1.S1

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly SuccessMaker report, District Interim Assessment Summative Assessment: 2014 FCAT 2.0

G1.B1.S2 Students will be assigned specific tasks on SuccessMaker that are focused on building their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships.

Action Step 1

Students will be assigned specific tasks on SuccessMaker that are focused on building their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

SucessMaker Reports

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

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports, student work folders, to monitor progress at collaborative planning, and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker Reports

Plan to Monitor Effectiveness of G1.B1.S2

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly SuccessMaker report, District Interim Assessment Summative Assessment: 2014 FCAT 2.0

G1.B1.S3 Students will be utilizing Reading Plus with fidelity to improve their ability to read silently while using context clues to determine word meaning.

Action Step 1

Using the FCIM, the LLT along with the MTSS/RtI team will review students' weekly assessment reports, monitor progress at collaborative planning and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Reading Plus Reports, SuccessMaker reports, Assessment: 2014 FCAT 2.0

Facilitator:

Mr. Gerardo Capote

Participants:

All 3rd-5th grade reading teachers.

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Using the FCIM, the LLT along with the MTSS/RtI team will review students' weekly assessment reports, monitor progress at collaborative planning and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Reading Plus Reports, SuccessMaker reports, Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S3

Using the FCIM, the LLT along with the MTSS/RtI team will review students' weekly assessment reports, monitor progress at collaborative planning and to adjust instruction as needed.

> **Person or Persons Responsible**
>
> LLT
>
> **Target Dates or Schedule**
>
> Weekly
>
> **Evidence of Completion**
>
> Reading Plus Reports, SuccessMaker reports, Assessment: 2014 FCAT 2.0

G1.B2 Students' scoring at or above Achievement Level 4 (26%) and students' scoring Achievement Level 3 (31%), from the 2013 FCAT performance data 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 experience difficulty in comparing and contrast stories in the same genre (e.g., mysteries and adventure stories) and similar themes and topics.

G1.B2.S1 Instruction should include the use of poetry, biographies, diary entries, identify and interpret elements of story structure within and across texts.

> **Action Step 1**
>
> Instruction should include the use of poetry, biographies, diary entries, identify and interpret elements of story structure within and across texts.
>
> > **Person or Persons Responsible**
> >
> > Teachers Reading Coach
> >
> > **Target Dates or Schedule**
> >
> > Monthly
> >
> > **Evidence of Completion**
> >
> > SuccessMaker Reports

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

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker Reports

Plan to Monitor Effectiveness of G1.B2.S1

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly SuccessMaker report, District Interim Assessment

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B3 Students' making learning gains (58%), and making learning gains in the lowest 25% (63%) from the 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 2 (LA.3-5.1.7.2); Identify Author;s Purpose in Text. Students experience difficulty reading and comprehending literature and informational text at the high end of the 2-3 text complexity band independently and proficiently.

G1.B3.S1 During differentiated instruction, students will be expected to ask and answer questions referring explicitly to the text as the basis for he answers.

Action Step 1

During differentiated instruction, students will be expected to ask and answer questions referring explicitly to the text as the basis for he answers.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker Reports

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

During differentiated instruction, students will be expected to ask and answer questions referring explicitly to the text as the basis for he answers.

Person or Persons Responsible

Reading Teachers Readiing Coach

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker Reports

Plan to Monitor Effectiveness of G1.B3.S1

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly SuccessMaker report, District Interim Assessment

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B4 Student results of the 2013 CELLA indicate that 47% of the students achieved proficiency in the Listening/Speaking area, 29% in the Reading area and 22% in the Writing area. Students experience difficulty developing vocabulary to be successful readers and need more exposure to graphic organizers.

G1.B4.S1 During differentiated instruction, students will be provided the opportunity to develop the vocabulary necessary to be successful readers. • Students will have more exposure to graphic organizers and organizational text. • KWL charts will be utilized to build background knowledge. • Chunking will be utilized to improve students' vocabulary development and fluency. • ELL teachers will use predictions to introduce vocabulary and will use word walls and vocabulary maps to help build student's knowledge of word meanings and relationships.

Action Step 1

Students will use the Language Experience Approach in the classroom and have the opportunity to share thoughts and experiences within the lesson.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly SuccessMaker Reports, District Interim

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

MTSS/RtI team will review students monthly assessment reports and monitor progress to adjust instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker Reports, Interim Assessments

Plan to Monitor Effectiveness of G1.B4.S1

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly SuccessMaker Report, District Interim Assessment Summative Assessment: Results of the 2014 CELLA

G1.B5 Student results of the 2013 CELLA indicate that students require additional opportunities to read in English and to practice academic writing.

G1.B5.S1 During instruction, students will be provided with opportunities to listen and to participate in read-a-louds, and think-alouds. • Students will participate in small group and one-on-one settings. • Students will have opportunities to orally share thoughts and experiences within each lesson. • Students will use the Language Experience Approach in the classroom; i.e.: Retelling Events, academic discussions, and answering questions aloud.

Action Step 1

During instruction, students will be provided with opportunities to listen and to participate in read-a-louds, and think-alouds. • Students will participate in small group and one-on-one settings. • Students will have opportunities to orally share thoughts and experiences within each lesson. • Students will use the Language Experience Approach in the classroom; i.e.: Retelling Events, academic discussions, and answering questions aloud.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Monthly SuccessMaker reports District Interim

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

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker reports District Interim

Plan to Monitor Effectiveness of G1.B5.S1

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly SuccessMaker report, District Interim Assessment , Summative Assessment: Results of the 2014 CELLA

G1.B6 Student results of the 2013 CELLA indicate that students require additional classroom opportunities to interact with each other and to discuss experiences.

G1.B6.S1 During instruction, students need to develop language in first-hand, multi-sensorial experiences. • The students need to use language experience to develop writing skills. • The students need exposure to Expository and Narrative texts in order to become successful writers

Action Step 1

During instruction, students will be provided with opportunities to listen and to participate in read-a-louds, and think-alouds. • Students will participate in small group and one-on-one settings. • Students will have opportunities to orally share thoughts and experiences within each lesson. • Students will use the Language Experience Approach in the classroom; i.e.: Retelling Eve\nets, academic discussions, and answering questions aloud.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly SuccessMaker report District Interim Assessment

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

During instruction, students will be provided with opportunities to listen and to participate in read-a-louds, and think-alouds. • Students will participate in small group and one-on-one settings. • Students will have opportunities to orally share thoughts and experiences within each lesson. • Students will use the Language Experience Approach in the classroom; i.e.: Retelling Eve\nets, academic discussions, and answering questions aloud.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly SuccessMaker report District Interim Assessment

Plan to Monitor Effectiveness of G1.B6.S1

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly SuccessMaker report, District Interim Assessment Summative Assessment: Results of the 2014 CELLA

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 60% of the students scored level 4 or higher. Our goal for the 2013-2014 school year is to improve 4 percentage points to 64%.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that students performing at 3.5 and above (60%) require additional support with fluency in both narrative and informational essay writing. Students experienced difficulty in writing a narrative due to lack of elaboration and voice. Students experienced difficulty in writing an expository essay due to the lack of knowledge of informational text structures.

G2.B1.S1 • During writing instruction, students will develop a prewriting plan that includes: real-life experiences and examples, anecdotes and amazing facts to develop their writing and provide voice. • During student-teacher conferencing, students will be taught to use figurative language and transitional phrases that are appropriate to produce fluency in writing. • Students will participate in small group guided instruction, along with peer editing and revision.

Action Step 1

• During writing instruction, students will develop a prewriting plan that includes: real-life experiences and examples, anecdotes and amazing facts to develop their writing and provide voice. • During student-teacher conferencing, students will be taught to use figurative language and transitional phrases that are appropriate to produce fluency in writing. • Students will participate in small group guided instruction, along with peer editing and revision.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly writing prompts, District Interim Assessments

Action Step 2

• During writing instruction, students will develop a prewriting plan that includes: real-life experiences and examples, anecdotes and amazing facts to develop their writing and provide voice. • During student-teacher conferencing, students will be taught to use figurative language and transitional phrases that are appropriate to produce fluency in writing. • Students will participate in small group guided instruction, along with peer editing and revision.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly writing prompts, District Interim Assessments

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

Following the FICM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/RtI teams in order to monitor students' progress during monthly collaboration meetings in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly writing prompts, District Interim Assessments

Plan to Monitor Effectiveness of G2.B1.S1

Following the FICM, monthly narrative writing 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 and to regroup for instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

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

G3. The results of the 2013 FCAT 2.0 Mathematics Tests indicates that 50% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 16 percentage points to 66%.

G3.B1 Students in the Black (49%), Hispanic (51%), ELL (39%), SWD (20%), and ED (49%) subgroups' 2013 FCAT performance data indicates that there is a deficiency in Category 1, Operations, Problems and Statistics. Students' need multiple opportunities to use mathematics vocabulary in real world situations to apply their knowledge to solving fractions problems.

G3.B1.S1 • Teachers will incorporate the use of manipulatives to support mathematics instruction. Teachers will use fraction kits in both large and small group instruction. • Teachers will provide opportunities for students to use measuring tools and to solve real life geometric problems in the classroom setting. • Departmentalize intermediate grades to consolidate instruction and materials. • The Leadership Team will review data from monthly benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed.

Action Step 1

• Teachers will incorporate the use of manipulatives to support mathematics instruction. Teachers will use fraction kits in both large and small group instruction. • Teachers will provide opportunities for students to use measuring tools and to solve real life geometric problems in the classroom setting. • Departmentalize intermediate grades to consolidate instruction and materials. • The Leadership Team will review data from monthly benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly benchmark assessments

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

• Teachers will incorporate the use of manipulatives to support mathematics instruction. Teachers will use fraction kits in both large and small group instruction. • Teachers will provide opportunities for students to use measuring tools and to solve real life geometric problems in the classroom setting. • Departmentalize intermediate grades to consolidate instruction and materials. • The Leadership Team will review data from monthly benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly benchmark assessments

Plan to Monitor Effectiveness of G3.B1.S1

The Leadership Team will review data from monthly benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly benchmarks assessments District interim assessments

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B2 According to the results of the 2013 FCAT 2.0, students in Level 3 (24%) experienced difficulty in Reporting Category 5, Geometry and Measurement. Students need many opportunities to make real-world measurements, such as length, time, and to explore geometric relationships.

G3.B2.S1 • Students will engage in high complexity questioning in various scenarios during instruction. • Training will be provided for teachers on how to use manipulatives as part of math instruction utilizing hands-on activities to reinforce math concepts. • Math instruction will be departmentalized in order to consolidate instruction and materials. • Students will be given opportunities to develop exploration and inquiry activities to increase understanding of skills. • The Leadership Team will review data from monthly benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed.

Action Step 1

• Students will engage in high complexity questioning in various scenarios during instruction. • Training will be provided for teachers on how to use manipulatives as part of math instruction utilizing hands-on activities to reinforce math concepts. • Math instruction will be departmentalized in order to consolidate instruction and materials. • Students will be given opportunities to develop exploration and inquiry activities to increase understanding of skills. • The Leadership Team will review data from monthly benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

SuccessMaker program Monthly Benchmark Assessments

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

The MTSS/RtI will review data from monthly benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker Program Monthly Interim Assessments

Plan to Monitor Effectiveness of G3.B2.S1

The MTSS/RtI will review data from monthly benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker Program Formative Assessments: District Interim Assessments

G3.B3 According to the results of the 2013 FCAT 2.0, students not making learning gains in Grades 3-5 (62%) experienced difficulty in Reporting Category 2, Fractions. There is a need to increase the use of manipulatives in each classroom.

G3.B3.S1 • In order to support mathematics instruction while teaching fractions, teachers will use fraction kits in both large and small group instruction. • Teachers will provide opportunities for students to: relate equivalent fractions and decimals with and without models, estimate fractions, and rename fractions as mixed numbers, or vice versa. • The MTSS/RtI will review data from monthly benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed.

Action Step 1

• In order to support mathematics instruction while teaching fractions, teachers will use fraction kits in both large and small group instruction. • Teachers will provide opportunities for students to: relate equivalent fractions and decimals with and without models, estimate fractions, and rename fractions as mixed numbers, or vice versa. • The MTSS/RtI will review data from monthly benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker Program Monthly Benchmark Assessments

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

The MTSS/RtI will review data from monthly benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker Program District Interim Assessments

Plan to Monitor Effectiveness of G3.B3.S1

The MTSS/RtI will review data from monthly benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessments

G3.B4 According to the results of the 2013 FCAT 2.0, students in the lowest 25% (61%) experienced difficulty in Reporting Category 1, Number: Operations, Problems & Statistics. There is a need to increase the use of manipulatives in each classroom.

G3.B4.S1 • In order to support mathematics instruction, teachers will provide opportunities for the students to develop multiplication and division concepts with manipulatives as part of a hands on approach to instruction in real-world applications. • Teachers will utilize the SuccessMaker program to provide students with practice and application of skills related to Number Sense. • The Leadership Team will review data from monthly benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed.

Action Step 1

• In order to support mathematics instruction, teachers will provide opportunities for the students to develop multiplication and division concepts with manipulatives as part of a hands on approach to instruction in real-world applications. • Teachers will utilize the SuccessMaker program to provide students with practice and application of skills related to Number Sense. • The MTSS/RtI will review data from monthly benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker Program Monthly Benchmark Assessments

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

The MTSS/RtI will review data from monthly benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker Program Monthly Benchmark Assessments

Plan to Monitor Effectiveness of G3.B4.S1

The MTSS/RtI will review data from monthly benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessments

G3.B5 According to the results of the 2013 FCAT 2.0, students who achieved Levels 4 and 5 (26%) need additional opportunities to discuss and write about mathematics. They experienced difficulty in Reporting Category 2, Number: Fractions.

G3.B5.S1 • In order to support mathematics instruction while teaching fractions, teachers will use fraction kits in both large and small group instruction. • Students will engage in high complexity questioning in various scenarios during instruction. • Training will be provided for teachers on how to use manipulatives as part of math instruction utilizing hands-on activities to reinforce math concepts.

Action Step 1

• In order to support mathematics instruction, teachers will provide opportunities for the students to develop fraction concepts with manipulatives as part of a hands on approach to instruction in real-world applications. • Teachers will utilize the SuccessMaker program to provide students with practice and application of skills related to Number Sense. • The MTSS/RtI will review data from monthly benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker Program Monthly Benchmark Assessments

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

The MTSS/RtI will review data from monthly benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker Program Monthly Benchmark Assessments

Plan to Monitor Effectiveness of G3.B5.S1

The MTSS/RtI will review data from monthly benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessments

Plan to Monitor Fidelity of Implementation of G3.B5.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B5.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. The results of the 2013 administration of the Science FCAT 2.0 indicate that 29% of students achieved proficiency in the Levels 4 and 5. Our goal is to increase student proficiency by 7 percentage points to 36%.

G4.B1 The area of deficiency as noted on the 2013 Science FCAT 2.0 in students achieving Level 3 (28%) is Reporting Category Life Science. Students need more opportunities to use journals and reasoning in laboratory settings.

G4.B1.S1 • Students performing at the mastery level of this reporting category will be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret and analyze information and defend conclusions. • Provide all students the opportunity to compare, contrast, interpret, analyze and explain science concepts during laboratory activities, classroom discussions, and Science Academy, to encourage independent science projects.

Action Step 1

• Students performing at the mastery level of this reporting category will be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret and analyze information and defend conclusions. • Provide all students the opportunity to compare, contrast, interpret, analyze and explain science concepts during laboratory activities, classroom discussions, and Science Academy, to encourage independent science projects.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Baseline and Interim Assessments

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

MTSS/RtI will review data and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Benchmark Assessments

Plan to Monitor Effectiveness of G4.B1.S1

MTSS/RtI will review data and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessments Summative Assessments: 2014 FCAT 2.0 Assessment

G4.B2 According to the results of the 2013 FCAT 2.0, students who achieved Levels 4 and 5 (20%) need additional opportunities to review/practice when learning science concepts.. They experienced difficulty in Reporting Category 1: Nature of Science.

G4.B2.S1 • Students performing at the mastery level of this reporting category will be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret and analyze information and defend conclusions. • Provide all students the opportunity to compare, contrast, interpret, analyze and explain science concepts during laboratory activities, classroom discussions, and Science Academy, to encourage independent science projects.

Action Step 1

• Students performing at the mastery level of this reporting category will be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret and analyze information and defend conclusions. • Provide all students the opportunity to compare, contrast, interpret, analyze and explain science concepts during laboratory activities, classroom discussions, and Science Academy, to encourage independent science projects.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Baseline & Interim Assessments

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

MTSS/RtI will review data and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Benchmark Assessments

Plan to Monitor Effectiveness of G4.B2.S1

MTSS/RtI will review data and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessments Summative Assessments: 2014 FCAT 2.0 Assessment

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6. Student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 2% or more of the available instructional time from 7%

G6.B1 To provide necessary communication between home and school to eliminate unnecessary absences and reduce tardies with students who miss 10% or more. Actual 2013 Percentage is 96.45% and will increase in 2014 to 98.45%.

G6.B1.S1 • Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI team. • The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. • A reward system is in place to recognize students for demonstrating outstanding character traits through the Character Education Program, The Discipline Committee and "Do the Right Thing" project.

Action Step 1

• Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI team. • The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. • A reward system is in place to recognize students for demonstrating outstanding character traits through the Character Education Program, The Discipline Committee and "Do the Right Thing" project.

Person or Persons Responsible

Teachers Counselor

Target Dates or Schedule

Daily

Evidence of Completion

Attendance Reports

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

Utilizing the FCIM, the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance Reports

Plan to Monitor Effectiveness of G6.B1.S1

Utilizing the FCIM, the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance Reports

G6.B2 Students who were retained and Tier 2 and Tier 3 students have been targeted and carefully monitored in a small class setting. Small group and differentiated instruction indicates that students require additional support.

G6.B2.S1 Tier 2 and Tier 3 students have been targeted and monitored. Small group and differentiated instruction indicates that students require additional support.

Action Step 1

Before and after school tutorial programs will be established to address students' areas of need.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Attendance Logs

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

Utilizing the FCIM, the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Weekly

Evidence of Completion

SuccessMaker Reports Interim Assessments

Plan to Monitor Effectiveness of G6.B2.S1

Utilizing the FCIM, the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Monthly SuccessMaker report, District Interim Assessment Summative Assessment: 2014 FCAT 2.0

G6.B3 In 2013, 54% of students are not proficient in reading by third grade and will decrease to 44% in 2014.

G6.B3.S1 Students are assigned specific tasks on SuccessMaker in order to implement RtI with fidelity.

Action Step 1

Tier 3 and retained students have been targeted and are carefully monitored.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

SuccessMaker reports

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

Utilizing the FCIM, the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Weekly

Evidence of Completion

SuccessMaker reports Interim Assessments

Plan to Monitor Effectiveness of G6.B3.S1

Utilizing the FCIM, the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Monthly SuccessMaker report, District Interim Assessment Summative Assessment: 2014 FCAT 2.0

G6.B4 In 2013, 1% of students received two or more behavior referrals that lead to suspension.

G6.B4.S1 -A reward system is in place to recognize students for demonstrating outstanding character traits through the Character Education Program, The Discipline Committee and "Do the Right Thing" project. -Peer mediation teams will be developed as a means of assisting with conflict resolution.

Action Step 1

Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI team. • The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. • A reward system is in place to recognize students for demonstrating outstanding character traits through the Character Education Program, The Discipline Committee and "Do the Right Thing" project.

Person or Persons Responsible

Counselor Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Behavior referrals Attendance Report

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

Utilizing the FCIM, the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance Reports

Plan to Monitor Effectiveness of G6.B4.S1

Utilizing the FCIM, the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance Reports

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
Madie Ives Elementary School provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. 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. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete.
Title I, Part C- Migrant
NA
Title I, Part D
NA
Title III
N/A
Title VI, Part B
NA
Title X- Homeless
• Madie Ives Elementary School uses The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Project Upstart assists schools with the identification, enrollment, attendance, and transportation of homeless students.
• The Homeless Liaison provides training for the school registrar on the procedures for enrolling homeless students and for the school counselor 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 and awareness campaign throughout all the schools-each school is provided a video and curriculum manual, as well as a contest sponsored by the homeless trust- a community organization.
Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Madie Ives Elementary School uses The Safe and Drug-Free Schools Program to address violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and administrators. Counseling is also a component of this program.

Nutrition Programs

• Madie Ives Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

• Nutrition education, as per state statute, is taught through physical education.

• 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

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

Parental Involvement Program at Madie Ives Elementary Provides:

• Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

• Involve parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact 9 for each student): our school's Title I Parental Involvement Policy; scheduling Title I Orientation Meeting (OpenHouse); 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 parent's schedules as part of our goal to empower parents and build their capacity for involvement.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 FCAT 2.0 Reading Test, indicate that 59% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 9 percentage points to 68%.

G1.B1 Students in the Black (57%), Hispanic (65%), ELL (49%), SWD (28%), and ED (58%) subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 1 (L.A.3-5.1.6.9); Multiple Meanings in Context. Students experience difficulties in determining meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

G1.B1.S1 Instruction using context clues will be utilized in the following ways: allow students to build their general knowledge of words, use of word walls, concept definition maps, Isabel Beck's Three Tiered Vocabulary, and response journals.

PD Opportunity 1

Instruction using context clues will be utilized in the following ways: allow students to build their general knowledge of words, use of word walls, concept definition maps, Isabel Beck's Three Tiered Vocabulary, and response journals.

Facilitator

Kevin Diehl

Participants

Teachers - Kindergarten through Fifth Grade

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker Reports

PD Opportunity 2

McGraw-Hill Professional Development

Facilitator

Kevin Diehl

Participants

Teachers - Kindergarten through Fifth Grade

Target Dates or Schedule

November 8, 2013

Evidence of Completion

Student Work Folders

G1.B1.S3 Students will be utilizing Reading Plus with fidelity to improve their ability to read silently while using context clues to determine word meaning.

PD Opportunity 1

Using the FCIM, the LLT along with the MTSS/RtI team will review students' weekly assessment reports, monitor progress at collaborative planning and to adjust instruction as needed.

Facilitator

Mr. Gerardo Capote

Participants

All 3rd-5th grade reading teachers.

Target Dates or Schedule

Weekly

Evidence of Completion

Reading Plus Reports, SuccessMaker reports, Assessment: 2014 FCAT 2.0

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G6.	Student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 2% or more of the available instructional time from 7%	$28,000
	Total	$28,000

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Other	Personnel	
Total	$28,000	$3,000	$25,000	$0
EESAC	$3,000	$3,000		
Title I	$25,000	$25,000		
	$0	$0		

Budget Details

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

G1. The results of the 2013 FCAT 2.0 Reading Test, indicate that 59% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 9 percentage points to 68%.

G1.B1 Students in the Black (57%), Hispanic (65%), ELL (49%), SWD (28%), and ED (58%) subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 1 (L.A.3-5.1.6.9); Multiple Meanings in Context. Students experience difficulties in determining meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

G1.B1.S3 Students will be utilizing Reading Plus with fidelity to improve their ability to read silently while using context clues to determine word meaning.

Action Step 1

Using the FCIM, the LLT along with the MTSS/RtI team will review students' weekly assessment reports, monitor progress at collaborative planning and to adjust instruction as needed.

Resource Type

Resource

Funding Source

Amount Needed

G6. Student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 2% or more of the available instructional time from 7%

G6.B1 To provide necessary communication between home and school to eliminate unnecessary absences and reduce tardies with students who miss 10% or more. Actual 2013 Percentage is 96.45% and will increase in 2014 to 98.45%.

G6.B1.S1 • Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI team. • The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. • A reward system is in place to recognize students for demonstrating outstanding character traits through the Character Education Program, The Discipline Committee and "Do the Right Thing" project.

Action Step 1

• Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI team. • The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. • A reward system is in place to recognize students for demonstrating outstanding character traits through the Character Education Program, The Discipline Committee and "Do the Right Thing" project.

Resource Type

Other

Resource

Character Education Program Incentives and Attendance Incentives

Funding Source

EESAC

Amount Needed

$3,000

G6.B2 Students who were retained and Tier 2 and Tier 3 students have been targeted and carefully monitored in a small class setting. Small group and differentiated instruction indicates that students require additional support.

G6.B2.S1 Tier 2 and Tier 3 students have been targeted and monitored. Small group and differentiated instruction indicates that students require additional support.

Action Step 1

Before and after school tutorial programs will be established to address students' areas of need.

Resource Type

Personnel

Resource

Money will be allocated to pay tutors.

Funding Source

Title I

Amount Needed

$25,000