



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Pinecrest Preparatory Academy

14301 SW 42ND ST

Miami, FL 33175

305-207-1027

<http://pinecrestacademysouth.dadeschools.net>

School Demographics

School Type
Elementary School

Title I
No

Free and Reduced Lunch Rate
50%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
97%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Pinecrest Preparatory Academy

Principal

Susie Dopico/Judith Marty

School Advisory Council chair

Denise Ramirez

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

Name	Title
Dr. Susie N. Dopico	Principal
Vanessa Nario	Assistant Principal/Test Chair
Denise Ramirez	Instructional Coach/ELL Chair
Dr. Andrea Hasbun-Alcorta	SPED Chair
Yanet Ruiz-Lacayo	School Counselor
Eduardo Armenteros	School Psychologist
Ivelisse Hernandez-Obeso	Speech and Language Pathologist
Grace Gasset	Media Specialist
Sofi Fontaine	Grade Chair
Jennifer Pereda	Grade Chair
Alina Torres	Grade Chair
Melany Troller	Grade Chair
Jamillette Ferguson	Grade Chair
Leslie Santana	Grade Chair

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The School Advisory Council at Pinecrest Preparatory Academy is made up of five teachers, six parents, one student, one education support employee, one business/community representative, and the principal. With the exception of the principal and the business/community representative. All members shall be elected by their respective constituent groups. The principal, teachers, parents, students, and education support employees shall also elect alternate representation. The Council will be representative of the ethnic, racial, linguistic, and economic community served by Pinecrest Preparatory Academy Charter School.

Principal:

Dr. Susie N. Dopico

Educational Support/ EESAC Chair:

Denise Ramirez

Teacher s:

Sofi Fontaine, Leslie Santana, Jennifer Pereda, Melany Troller, Roselyn Moreira

Parents:

Edga Brana, Miladys Paz, Linda Delgado, Teresita Garcia, Leslie Gillis, Barbara Alba

Business Representative:

Vanessa Noy

Student:

Anabella Delgado

All teachers, student service personnel, and the media specialist employed by the school are eligible to be elected teacher representatives to the Council. All other persons employed by the school, including paraprofessionals, and those who are not defined as instructional or administrative personnel and whose duties require 20 or more hours in each normal working week are eligible to be elected as an education support employee representative. All parents, guardians or significant others responsible for a child enrolled at Pinecrest Preparatory Academy Charter School are eligible to be elected as parent representatives as long as they are not employees of Miami-Dade County Public Schools.

Members Employed by District: 7

Members Not Employed by District: 10

Involvement of the SAC in the development of the SIP

The SAC at Pinecrest Preparatory Academy Charter School is the primary body responsible for final decision making of the school by a consensus vote. School Climate Survey and Assessment Data were reviewed to determine school needs for the 2013-2014 school year. In the beginning and at the end of the school year, the SIP will be reviewed and revisions will be made based on the recommendations from the SAC members. The SIP will be monitored during the entire school year and necessary adjustments will be made.

The SAC is involved in all areas related to providing high quality educational programs in a safe and secure setting. The SAC also works together with the schools MTSS Leadership Team in the preparation and evaluation of the School Improvement Plan and fosters an environment of professional collaboration among the educational stakeholders of the school. In setting objectives and performance projections, the SAC considers student data, parental input and concerns, faculty characteristics, and district and state requirements. These include: (a) analysis of testing data, (b) a focus of technology and how it can best be harnessed as a tool for all stakeholders, (c) the appropriate use of fundraising monies, (d) the effective use of professional development opportunity(ies) for faculty and staff. The School Climate Survey and Assessment Data are reviewed by the SAC to assess the needs for the 2013-2014 school year.

Activities of the SAC for the upcoming school year

The SAC is consistently involved in development of the School Improvement Plan. The members meet to address the school meeting the Annual Measurable Objectives (AMO) for the school year and discuss needs of the school by providing funding for remediation of students in the targeted AMO subgroups.

The SAC at Pinecrest Preparatory Academy also meets monthly to discuss and develop special events for our school to assist in the funding needs to support educational resources.

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

Saturday School Tutoring = \$3000.00
Attendance Incentives and Certificates = \$250.00

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Susie Dopico/Judith Marty

Principal

Years as Administrator: 14

Years at Current School: 13

Credentials

-Ed. D.- Ed. Leadership
 -M.S.- Elementary Ed.
 -B.S.- Early Childhood Ed.
 -Certification in Educational Leadership
 -Elementary Ed. (1-6)
 -Primary Ed. (K-3)
 -English for Speakers of Other Languages

Performance Record

School Grade - 2013 = A
 Rdg. Proficiency, 81%
 Math Proficiency, 79%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 82points
 Rdg. Imp. of Lowest 25% -
 87 points
 Math Imp. of Lowest 25% -
 89 points
 Rdg. AMO –83
 Math AMO –74
 2012 – Use the same format from 2013
 School Grade - 2012 = A
 Rdg. Proficiency, 82%
 Math Proficiency, 73%
 Rdg. Lrg. Gains, 83 points
 Math Lrg. Gains, 66 points
 Rdg. Imp. of Lowest 25% -
 83 points
 Math Imp. of Lowest 25% -
 69 points
 Rdg. AMO –81
 Math AMO –72
 2011 and prior use original format.
 School Grade - 2011 = A
 High Standards – Reading 90%
 High Standards – Math 87%
 High Standards – Writing 87%
 High Standards – Science 93%
 Learning Gains – Reading 73%
 Learning Gains – Math 62%
 Gains – Reading 25 71%
 Gains – Math 25 57%
 School Grade - 2010 = A
 High Standards – Reading 90%
 High Standards – Math 92%
 High Standards – Writing 96%
 High Standards – Science 77%
 Learning Gains – Reading 82%
 Learning Gains – Math 76%

Gains – Reading 25 83%
Gains – Math 25 85%
School Grade -2009 = A
High Standards – Reading 87%
High Standards – Math 77%
High Standards – Writing 92%
High Standards – Science 34%
Learning Gains – Reading 80%
Learning Gains – Math 50%
Gains – Reading 25 84%
Gains – Math 25 55%

Vanessa Nario

Asst Principal

Years as Administrator: 6

Years at Current School: 13

Credentials

-Ed. S.-Ed. Leadership
 -M.S.-Early Childhood Ed.
 -B.S.-Elementary Ed.
 -Certification in Educational Leadership
 -Elementary Ed. (1-6)
 -Primary Ed. (PK- 3)
 -English for Speakers of Other Languages

Performance Record

School Grade - 2013 = A
 Rdg. Proficiency, 81%
 Math Proficiency, 79%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 82points
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 Learning Gains – Math 76%

Gains – Reading 25 83%
Gains – Math 25 85%
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High Standards – Reading 87%
High Standards – Math 77%
High Standards – Writing 92%
High Standards – Science 34%
Learning Gains – Reading 80%
Learning Gains – Math 50%
Gains – Reading 25 84%
Gains – Math 25 55%

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Denise Ramirez

Full-time / School-based

Years as Coach: 3

Years at Current School: 4

Areas

Reading/Literacy, Mathematics, Science, Data, RtI/MTSS

Credentials

-B.S.-Elementary Ed.
 -M.S – Ed. Media
 -Certification in Educational Media (K-12)
 -Elementary Ed. (1-6)
 -English for Speakers of Other Languages

Performance Record

School Grade - 2013 = A
 Rdg. Proficiency, 81%
 Math Proficiency, 79%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 82points
 Rdg. Imp. of Lowest 25% -
 87 points
 Math Imp. of Lowest 25% -
 89 points
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 High Standards – Math 92%
 High Standards – Writing 96%
 High Standards – Science 77%
 Learning Gains – Reading 82%
 Learning Gains – Math 76%
 Gains – Reading 25 83%

Gains – Math 25 85%
 School Grade - 2009 = B
 High Standards – Reading 86%
 High Standards – Math 87%
 High Standards – Writing 87%
 High Standards – Science 55%
 Learning Gains – Reading 80%
 Learning Gains – Math 63%
 Gains – Reading 25 76%
 Gains – Math 25 49%

Classroom Teachers

of classroom teachers

27

receiving effective rating or higher

27, 100%

Highly Qualified Teachers

96%

certified in-field

25, 93%

ESOL endorsed

26, 96%

reading endorsed

3, 11%

with advanced degrees

9, 33%

National Board Certified

0, 0%

first-year teachers

3, 11%

with 1-5 years of experience

10, 37%

with 6-14 years of experience

12, 44%

with 15 or more years of experience

2, 7%

Other Instructional Personnel

of instructional personnel not captured in the sections above

7

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

-Participation in Professional Learning Communities for support and growth.

Administration and Literacy Leadership Team

-Assign new teachers to a veteran mentor or buddy teachers, through a support system for observations and school related activities.

Administration

-Provide leadership opportunities to support instruction for professional advancement.

Administration

-Grade-level chair opportunities with supplements provided to assist in retaining highly qualified and experienced teachers.

Administration

-School Website-Recruitment to attract possible candidates for employment through a rigorous interview process.

Administration

-Soliciting referrals from current employees, parents and stakeholders.

Administration

Teacher Mentoring Program/Plan

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

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

The mentor and mentee will meet weekly to discuss monthly best practices and evidence-based strategies for each domain. Time is given for feedback, coaching and planning. The new teacher is paired with an experienced teacher, the mentor has extensive knowledge in the course content. Additionally, students have shown significant gains throughout the school year.

Ms. Enderica is paired with an experienced second grade teacher, Ms. Reyes, because the mentor has extensive knowledge in the primary core subject areas. Additionally, her students have shown significant gains as evidenced in their FAIR and SAT Assessment scores.

Ms. E. Santana is paired with an experienced second grade teacher, Ms. Torres, because the mentor has extensive knowledge in the primary core subject areas. Additionally, her students have shown significant gains as evidenced in their FAIR and SAT Assessment scores.

Ms. Florin is paired with an experienced fifth grade teacher, Ms. L. Santana, because the mentor has extensive knowledge in the core subject areas of Language Arts and Reading. Additionally, her students have shown significant gains as evidenced in their FCAT 2.0 Assessment.

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 use the Tier 1 Problem Solving process to set Tier 1 goals and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? Using progress monitoring reports from SuccessMaker Reading & Mathematics, District Baseline and Interim Assessments, STAR Reading and Mathematics and FAIR assessments results.

(What progress will show a positive response?)

Students showing growth and improvement on the quarterly assessments, academic grades and meeting standards on State Assessment Tests.

4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS will meet to discuss student progress and address academic and/or behavior results with a 5 week period if adequate growth is not exhibited by students.)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2 - The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Select students (see SST guidelines) for SST Tier 3 intervention.

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. 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 (3 times per year) and ongoing progress monitoring measures (once a 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

The Pinecrest Preparatory Academy MTSS Leadership Team is comprised of administration, faculty and staff.

Dr. Susie N. Dopico - (Tiers 1-3)

Principal: The Principal provides a common vision for the use of data-based decision-making. The Principal ensures that the school based team is implementing MTSS, intervention and documentation, and adequate professional development to support MTSS. The Principal oversees the implementation of

RtI skills of school staff and communicates with parents regarding school-based RtI plans and activities.

Ms. Vanessa Nario - (Tiers 1-3)

Assistant Principal: Assists the Principal in carrying out the vision/mission of the MTSS and the implementation of RtI.

Test Chairperson: Provides data to the MTSS Leadership Team based on state, district and school-wide based assessments.

Ms. Denise Ramirez - (Tiers 1-3)

Instructional Coach: (Reading, Mathematics, Science) Attends meetings and relays pertinent information to the MTSS Leadership Team. Collects and analyzes data from Interim Assessments in order to plan intervention strategies for low performing students. Provides, designs, and participates in professional development opportunities in accordance with specific needs.

Department Chair: (English Language Learners (ELL), Mathematics, Science, and Grade Level Chairs): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities. Engage in classroom observations to assure implementation of the school improvement efforts.

Ms. Sofi Fontaine, Ms. Jennifer Pereda, Ms. Alina Torres, Ms. Melany Troller, Ms. Jamillette Ferguson, and Ms. Leslie Santana - (Tiers 1-3)

Grade Level Chair: Offer data about general subject instruction and partake in the collection of student data while employing intervention strategies.

Dr. Andrea Hasbun – Alcorta - (Tier 2-3)

SPED Chair: Works in partnership with the general education teachers and provides teachers with intervention strategies and materials.

Mr. Eduardo Armenteros (Tier 3)

School Psychologist: Interprets and analyzes data provided by the general education teachers. Assists in the development of IEP's and will offer aid with intervention materials and strategies.

Ms. Ivelisse Hernandez-Obeso - (Tier 3)

Speech and Language Pathologist: Provides the team with the knowledge needed to understand the role that language plays in the curriculum.

Ms. Yanet Ruiz-Lacayo - (Tiers 2-3)

Counselor: Serves as a liaison between the families and the school to continuously support the student's social, emotional, and educational needs.

Ms. Grace Gasset – (Tier 1)

Media Specialist: Provides assistance to teachers and students in obtaining media and library resources. Develops and implements professional development for teachers in the area of technology, aids in the acquisition of support material that enhances instructional intervention in the area of research, and endorses cross-curricular activities related to reading.

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

The MTSS Leadership Team meets with the Educational Excellence School Advisory Council (EESAC) to develop and approve the SIP using the Florida Continuous Improvement Model (FCIM). The team provides data on Tier 1, Tier 2, and Tier 3 targets; standardized examination results (i.e. FCAT, Miami-Dade County Interim Assessments, FAIR, etc.); academic, social and emotional needs of the academy. The team assists in setting clear expectations for instruction (Rigor, Relevance, Relationship); facilitates the development of the systematic continuum of teaching based on designing lessons that target higher order level thinking skills; and aligns processes and procedures with the Next Generation Sunshine State Standards and Florida's Common Core State Standards as well as subject area scope and sequence.

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

Academics

?-Baseline Data

?-Progress Monitoring and Reporting Network (PMRN)

?-Florida Assessments for Instruction in Reading (FAIR)

?-Baseline Benchmark Assessments (BBA)in Reading, Math and Science

?-STAR Early Literacy Reading/Math

?-Success Maker Utilization and Progress Monitoring

?-Miami Dade County Public Schools Baseline and Interim Assessments in Reading, Mathematics and Science

?-Florida Comprehensive Assessment Test (FCAT)

?-Stanford Achievement Test (SAT)

?-FCAT Practice Tests

?-School Site Specific Assessments

Behavior

?-Student Case Management

?-Detentions

?-Referrals

?-Suspensions

?-Attendance

?-Functional Assessment Plan

?-Frequency Monitoring Reports

?-School-wide Bully Prevention Presentations

?-Bullying Prevention Box

?-School Climate Survey

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

Pinecrest Preparatory Academy MTSS Leadership Team will support the plan by becoming familiar with each individual student and delivering integrated instruction and "Need -Driven" intervention to students based on their varying intensities (Tier Level). Student progress will be monitored through a variety of sources such as teacher classroom implementation of targeted concepts, SuccessMaker intervention program with a certified interventionist, and the Curriculum Based Management Solution (Easy CBM) computer program sessions with Instructional Coach and SPED Teacher. Students will be monitored on a monthly basis using data from classroom assessments, SuccessMaker Reports, and District Assessments. The MTSS Leadership Team will be provided with opportunities for professional development "best practices" in alignment with state standards to become more effective and efficient through time.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 13,200

Researched-Based strategies that are used for increased quality of learning time are SuccessMaker for Reading and Math, Strategies to Achieve Math Success (STAMS) and Strategies to Achieve Reading Success (STARS).

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected monthly and is analyzed by the Instructional Coach, Teachers and Interventionists to determine deficiencies and decide an appropriate plan for each student by ways of changing an assignment or course level.

Who is responsible for monitoring implementation of this strategy?

Administration and the Instructional Coach are responsible for monitoring and collecting data.

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Susie N. Dopico	Principal
Vanessa Nario	Assistant Principal
Denise Ramirez	Instructional Coach
Leslie Santana	Mentor Reading Teacher
Francesca Veloso	Mentor Content Area Teacher
Dr. Andrea Hasbun-Alcorta	SPED Teacher
Yanet Ruiz-Lacayo	School Counselor
Other Principal Appointees	

How the school-based LLT functions

The LLT will meet monthly to discuss the student academic progress in order to improve literacy instruction across the curriculum. The team will review current data, monitor the students' intervention progress, and make accommodations according to student needs. The Literacy Leadership and MTSS Team will collaborate in organizing Professional Developments for the teachers according to their needs. Additionally, the team will meet quarterly to analyze student data to ensure the effectiveness of current strategies and identify students in further need of assistance using the Florida Continuous Improvement Model (FCIM). Content Area Teachers will provide grade-level input to help in minimizing learning gaps amongst students. Teachers will also assist in the implementation of the school-wide Comprehensive Research Based Reading Plan. The school Counselor will assist the LLT in further analyzing deficiencies that may be due to other social factors not related to academics.

Major initiatives of the LLT

The initiatives of the LLT will be to provide new strategies and interventions to meet the RtI model, based on the student needs provided by the data, (e.g. FAIR, Interims). The LLT will work closely with classroom teachers to ensure high-fidelity implementation of reading instruction. The LLT team will also make instructional and programmatic decisions in order to create and maintain a school-wide focus on literacy and reading achievement and improve literacy instruction across the curriculum. The LLT will support literacy instruction by offering professional growth opportunities and provide coverage to attendees when needed and provide adequate notice of meetings in order to ensure progress towards the initiative.

Preschool Transition

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

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

The goals for the transition from Pre-K to Kindergarten are independence, social skills, communication, motor skills, and academics.

Kindergarten registration begins around March of the previous school year. At that time parents can become familiar with the school. New parents are given the opportunity to arrange a school tour during the summer. Summer camp registration is available to incoming kindergarteners to help parents and students become familiar with the elementary school environment and the amenities offered to students including the cafeteria, gymnasium, playgrounds, library, and computer lab. This ability for students to become familiar with their new learning environment helps for a seamless transition from early childhood programs to the elementary program.

Kindergarten orientation was in the month of August 2013 and allowed incoming kindergarten parents an opportunity to become familiar with kindergarten expectations and to meet the kindergarten team. Throughout the school year parents are welcomed to volunteer in classroom activities as well as school-wide activities in order to assist in the transition of their kindergarten child.

The kindergarten team at Pinecrest Preparatory Academy works together to ensure that the learning environment at PPA is familiar, inviting, and comfortable. Through their experience and diligence, the team incorporates elements of preschool flawlessly with expectations of elementary school. They work together at the beginning of the year to plan for instructing students on school rules and expectations. In an effort to accommodate the transition of Pre-Kindergarten students to Kindergarten, Pinecrest Preparatory Academy has established several practices. At Pinecrest Preparatory Academy, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of basic skills/school readiness, oral language/syntax, print/letter knowledge, phonological awareness/processing, and basic math skills. At the onset of the school year kindergarten students are evaluated using FLKRS and the Florida Assessment for Instruction in Reading (FAIR) which transition very well from the Florida VPK Assessment, which a majority of our incoming kindergarteners are familiar with as many come to PPA with VPK experience. These assessments provide a measure of program effectiveness. Teachers will use data to plan instruction and implement intervention strategies for those students who are identified as needing interventions. Midyear and end of the year assessments will be conducted to assess student progress. Parents are also invited to attend an SAT Parent Night in late November/early December to understand the SAT which students will take in April.

In order to address the emotional needs of students the school counselor conducts classroom guidance activities related to positive self-esteem, social skills, conflict resolution and study skills. Communication to parents is in the form of the CONNECT-ED telephone system, letters, the school website, and face to face contact with parents. Parent conferences are scheduled throughout the year. Interim progress reports are sent home. Teachers and parents communicate via telephone, agendas, and emails on a regular basis. Parents have access to student grades and school resources through the Parent Viewer

and Parent Portal via district website. Additional parental help topics are available and covered by our counselor through Parent Academy opportunities provided 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	83%	81%	No	84%
American Indian				
Asian				
Black/African American				
Hispanic	83%	80%	No	84%
White	84%	88%	Yes	86%
English language learners	73%	65%	No	75%
Students with disabilities	74%	0%	Yes	77%
Economically disadvantaged	81%	80%	Yes	83%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	84	25%	28%
Students scoring at or above Achievement Level 4	185	55%	56%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		75%	78%
Students in lowest 25% making learning gains (FCAT 2.0)		87%	88%

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)	67	72%	75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	37	40%	46%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	39	43%	49%

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	74	65%	69%
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	74%	79%	Yes	77%
American Indian				
Asian				
Black/African American				
Hispanic	74%	79%	Yes	77%
White	79%	82%	Yes	81%
English language learners	73%	76%	Yes	75%
Students with disabilities	74%	0%	Yes	77%
Economically disadvantaged	72%	74%	Yes	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	117	35%	36%
Students scoring at or above Achievement Level 4	146	44%	45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		82%	84%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		89%	90%

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	38	38%	39%
Students scoring at or above Achievement Level 4	41	41%	42%

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)	8		6
Participation in STEM-related experiences provided for students	299	46%	51%

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	18	3%	2%
Students retained, pursuant to s. 1008.25, F.S.	4	1%	1%
Students who are not proficient in reading by third grade	27	22%	20%
Students who receive two or more behavior referrals	13	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

The School's parental involvement target is to maintain high parent commitment in school-wide activities. This commitment is evident through school surveys, sign-in sheets and percent participation in school-wide activities.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
	575	88%	89%

Goals Summary

- G1.** Students' performance data from the 2013 FCAT 2.0 Reading indicates that 81% of students met standards. Our goal for the 2013-2014 school year is to increase the percent of students meeting standards to 84%.
- G2.** Students' performance data from the 2013 FCAT 2.0 Writing indicates that 65% of students met standards. Our goal for the 2013-2014 school year is to increase the percent of students meeting standards to 69%.
- G3.** Students' performance data from the 2013 FCAT 2.0 Mathematics indicates that 79% of students met standards. Our goal for the 2013-2014 school year is to maintain the percent of students meeting standards at 77%.
- G4.** Students' performance data from the 2013 FCAT 2.0 Science indicates that 79% of students met standards. Our goal for the 2013-2014 school year is to increase the percent of students meeting standards to 81%.
- G5.** In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM. Our goal is to continue to enhance the following STEM Programs that are currently in place: S
- G6.** In monitoring the Early Warning Systems, our school goal will be to: Increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time. Additionally, decrease the number of students retained.
- G7.** The 2012-2013 school year, indicates parent participation in school wide parent activities and workshops was 88%. The goal for the 2013-2014 school year is to increase parent participation in parent activities and workshops to 89%.

Goals Detail

G1. Students' performance data from the 2013 FCAT 2.0 Reading indicates that 81% of students met standards. Our goal for the 2013-2014 school year is to increase the percent of students meeting standards to 84%.

Targets Supported

Resources Available to Support the Goal

- Success Maker
- New Reading Series WONDERS
- Reading Plus
- Accelerated Reader
- Florida READY Reading
- Comprehensive Assessment Reading Strategies (CARS)
- Ticket to Read
- Zaner-Bloser Writing Series

Targeted Barriers to Achieving the Goal

- The ELL subgroup did not make their AMO on the 2013 FCAT 2.0 Reading. 75% of students in the ELL subgroup will score a 3 or above on the 2014 FCAT 2.0 Reading. Students' performance data indicates that there is a deficiency in Reporting Category 2 – Reading Application (LA.3-5.1.7.5, LA.6-8.1.7.5) Text Structure and Impact of Meaning in Text. ELL students experienced difficulty in identifying text structure and explaining how it impacts meaning in text.
- The Hispanic subgroup did not make their AMO on the 2013 FCAT 2.0 Reading. 84% of students in the Hispanic subgroup will score a 3 or above on the 2014 FCAT 2.0 Reading. Students' performance data indicates that there is a deficiency in Reporting Category 2 – Reading Application (LA.3-5.1.7.5, LA.6-8.1.7.5) Text Structure and Impact of Meaning in Text. Hispanic students experienced similar difficulty in identifying text structure and explaining how it impacts meaning in text.
- Performance data for students scoring at Level 3 on the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 4- Informational Text/Research Process (LA.3-5.6.1.1). Students experienced difficulty in using real-world documents to locate, interpret, and organize information. (RIL.3.5, RI.3.7, W.3.8).
- Performance data for students scoring at Levels 4-5 on the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 4- Informational Text/Research Process (LA.3-5.6.1.1). Students experienced difficulty in using real-world documents to locate, interpret, and organize information. (RIL.3.5, RI.3.7, W.3.8).
- Performance data for students making learning gains on the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 3-Literary Analysis Fiction/Non-Fiction (LA.3-5.2.2.1). Students experienced difficulty in elements of story structure within text as well as comparing and contrast stories in the same genre (e.g. mysteries and adventure stories) (RL.5.9).
- Performance data for students making learning gains in the lowest 25% on the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 3-Literary Analysis Fiction/ Non-Fiction (LA.3-5.2.2.1). Students experienced difficulty in are lacking the skill to identify and interpret elements of story structure within text as well as comparing and contrast stories in the

same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics. (RL.5.9).

- The results of the 2013 CELLA indicate that 72% of students scored proficient in the Listening/Speaking portion of the assessment. Performance data indicates lack of knowledge in listening comprehension. This deficiency is due to the students inability to practice the English language and concepts through home learning activities.
- The results of the 2013 CELLA indicate that 40% of students scored proficient in the Reading portion of the assessment. Performance data indicates lack of knowledge in Reading-Decoding. This deficiency is due to the students inability to distinguish speech sounds and/or decode common words.
- The results of the 2013 CELLA indicate that 43% of students scored proficient in the Writing portion of the assessment. Performance data indicates lack of knowledge in Writing Sentences. This deficiency is due to the students lack of knowledge in sentence writing and inability to write complete descriptive sentences.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the MTSS/Rtl and the Literacy Leadership Team will discuss and analyze data collected from formative assessment monthly to and adjust instruction as needed to meet the goal.

Person or Persons Responsible

MTSS/Rtl and Literacy Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Ticket to read, STAR Reading Mini-Benchmark assessment Florida READY Reading Pre/Post Test. Summative Assessment: Results from the 2014 FCAT 2.0 Reading.

G2. Students' performance data from the 2013 FCAT 2.0 Writing indicates that 65% of students met standards. Our goal for the 2013-2014 school year is to increase the percent of students meeting standards to 69%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Reading Series WONDERS
- Zaner-Bloser Writing Series

Targeted Barriers to Achieving the Goal

- Performance data for students scoring at Level 3.5 or above on the 2013 FCAT 2.0 Writing indicates students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.
- Performance data from the 2013 FCAT 2.0 Writing indicates that there is a deficiency with elaboration in Narrative and Expository writing. Students experienced difficulty due to the inability of formulating ideas in context and convention in the students' writing.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the Leadership Team will discuss and analyze data collected from formative assessment monthly to and adjust instruction as needed to meet the goal.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Monthly writing prompt, Zaner-Bloser online and District Interim Assessment
Summative Assessment: Results from the 2014 FCAT 2.0 Writing.

G3. Students' performance data from the 2013 FCAT 2.0 Mathematics indicates that 79% of students met standards. Our goal for the 2013-2014 school year is to maintain the percent of students meeting standards at 77%.

Targets Supported

Resources Available to Support the Goal

- Success Maker
- ALEKS
- I XL Math
- Gizmos
- FCAT Coach Mathematics

Targeted Barriers to Achieving the Goal

- Performance data for students scoring at Level 3 on the 2013 FCAT 2.0 Mathematics indicates that there is a deficiency in Reporting Category 3, Number: Base Ten and Fractions. Students need to increased opportunities to identify, compare and order fractions in real world contexts.
- Performance data for students scoring at Levels 4-5 on the 2013 FCAT 2.0 Mathematics indicates that there is a deficiency in Reporting Category 2, Geometry and Measurement. Students need to be provided with contexts for mathematical exploration and the development of understanding to geometric and measurement concepts by supporting the use of manipulatives and engaging opportunities for practice.
- Performance data for students making learning gains on the 2013 FCAT 2.0 Mathematics indicates that there is a deficiency in Reporting Category 2, Geometry and Measurement . Students need to be provided with contexts for mathematical exploration and the development of understanding to geometric and measurement concepts by supporting the use of manipulatives and engaging opportunities for practice.
- Performance data for students in the lowest 25% making learning gains on the 2013 FCAT 2.0 Mathematics indicates that there is a deficiency in Reporting Category 2, Geometry and Measurement . Students need to be provided with contexts for mathematical exploration and the development of understanding to geometric and measurement concepts by supporting the use of manipulatives and engaging opportunities for practice. Students also need additional and varied opportunities to make real-world connections to geometric and measurement concepts.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the Administration, Instructional Coach, MTSS/RtI, and the Leadership Team will discuss and analyze data collected from formative assessments and adjust instruction as needed to meet the goal.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Reports generated from Success Maker, District Interim Assessment, ALEKS, IXL Math, STAR Math, Gizmos, FCAT Coach Mathematics Pre/Post Test. Summative Assessment: Results from 2014 FCAT 2.0 Mathematics

G4. Students' performance data from the 2013 FCAT 2.0 Science indicates that 79% of students met standards. Our goal for the 2013-2014 school year is to increase the percent of students meeting standards to 81%.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Gizmos
- FCAT Coach Science
- Discovery Education

Targeted Barriers to Achieving the Goal

- Performance data for students scoring at Level 3 on the 2013 FCAT 2.0 Science indicates that there is a deficiency in Nature of Science- Category 1. Students are lacking the ability to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.
- Performance data for students scoring at Level 4 and above on the 2013 FCAT 2.0 Science indicates that there is a deficiency in Physical Science- Category 3 Students are lacking the ability to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into others forms of energy, and distinguish relationships among mass, force, and motion.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the Leadership Team will discuss and analyze data collected from formative assessment monthly to and adjust instruction as needed to meet the goal.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Data from District Interim assessments, mini-benchmark assessments, Gizmos Lab Sheets and FCAT Coach Pre/Post tests will be analyzed to monitor student effectiveness and student progress. Summative Assessments: Results from 2014 FCAT 2.0 Science.

G5. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM. Our goal is to continue to enhance the following STEM Programs that are currently in place: S

Targets Supported

- STEM - All Levels

Resources Available to Support the Goal

- Gizmos, I XL Math, ALEKS, MAST Academy Outreach, Science Fair and Bowls, LEGO Robotics SWAT & Science Fair Night

Targeted Barriers to Achieving the Goal

- We have: •challenges in usage of technology due to limitations of home technology access and equipment. •limitations of programs in the home language.

Plan to Monitor Progress Toward the Goal

Administration, Instructional Coach and the Leadership Team will discuss and analyze data collected from formative assessment monthly and adjust instruction as needed to meet the goal.

Person or Persons Responsible

Administration, Instructional Coach and the Leadership Team

Target Dates or Schedule:

Meet quarterly to review assessment results.

Evidence of Completion:

Formative : District Baseline and Interim Assessment Gizmos, I XL Math, Aleks, Edusoft Reports, Teacher Rubric for Science Projects, Presentations, and Inventions, MAST Academy Outreach Pre/Post Packets, Log of Submissions to Science Fair and Bowls SWAT & Science Fair Night Sign-in sheets. Summative: Results from 2014 FCAT 2.0 Science and Math Test.

G6. In monitoring the Early Warning Systems, our school goal will be to: Increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time. Additionally, decrease the number of students retained.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- Attendance Review Committee (ARC), Parent Student Handbook, and MDCPS Student Attendance Reporting Procedures PK-12 Handbook

Targeted Barriers to Achieving the Goal

- Parents lack of knowledge of the policies and procedures for attendance.

Plan to Monitor Progress Toward the Goal

Administration and the Leadership Team will discuss and analyze data collected from ISI reports monthly and adjust policies and procedures as needed to meet the goal.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule:

Meet monthly to review attendance reports.

Evidence of Completion:

Progress will be monitored with ISIS and Attendance Reports.

G7. The 2012-2013 school year, indicates parent participation in school wide parent activities and workshops was 88%. The goal for the 2013-2014 school year is to increase parent participation in parent activities and workshops to 89%.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Professional Development and
- School Activities
- Sign-In Sheets

Targeted Barriers to Achieving the Goal

- Parent limitation in understanding of student data results (Baseline, FAIR, FCAT 2.0 Assessment, etc.) due to language barriers and testing requirements.
- Parent concerns on definition and characterizes of a bully and proactive measures to prevent conflict. Although parents are kept informed throughout the school year in regards to the C.A.R.E. Curriculum, Bully Prevention, and Character Education; parents are experiencing difficulties and have concerns on definition and characteristics of a bully and lack of proactive measures and strategies to prevent conflict.

Plan to Monitor Progress Toward the Goal

The Leadership Team will review attendance sign-in sheets and workshop evaluations to monitor progress toward meeting goal and adjust workshop titles/strategies as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data gathered from sign-in sheets and workshop evaluation surveys.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students' performance data from the 2013 FCAT 2.0 Reading indicates that 81% of students met standards. Our goal for the 2013-2014 school year is to increase the percent of students meeting standards to 84%.

G1.B1 The ELL subgroup did not make their AMO on the 2013 FCAT 2.0 Reading. 75% of students in the ELL subgroup will score a 3 or above on the 2014 FCAT 2.0 Reading. Students' performance data indicates that there is a deficiency in Reporting Category 2 – Reading Application (LA.3-5.1.7.5, LA.6-8.1.7.5) Text Structure and Impact of Meaning in Text. ELL students experienced difficulty in identifying text structure and explaining how it impacts meaning in text.

G1.B1.S1 Instruction should include the use of informational text structure charts to familiarize ELL students with text structures such as cause/effect, compare/contrast, chronological order and the impact of its meaning within the text. Additionally, instruction should also include the use of weekly school wide programs utilizing Reading Plus, Florida Ready Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, and STAR Reading.

Action Step 1

Monitor ELL students' knowledge in the areas of text structure and the impacts of its meaning in text.

Person or Persons Responsible

General Education Teacher and ELL Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Ticket to Read, STAR Reading Mini-Benchmark assessment Florida READY Reading Pre/Post Test. Summative Assessment: Results from the 2014 FCAT 2.0 Reading.

Facilitator:

Pauline Ward and Instructional Coach

Participants:

General Education Teacher and Instructional Coach

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

Utilizing the FCIM, MTSS/RtI Team, and the Literacy Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI Team and Literacy Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, STAR Reading Mini-Benchmark assessment Florida READY Reading Pre/Post Test. Summative Assessment: Results from the 2014 FCAT 2.0 Reading.

Plan to Monitor Effectiveness of G1.B1.S1

Utilizing the FCIM, the MTSS/RtI and the Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI and Literacy Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Ticket to Read, STAR Reading Mini-Benchmark assessment Florida READY Reading Pre/Post Test. Summative Assessment: Results from the 2014 FCAT 2.0 Reading.

G1.B2 The Hispanic subgroup did not make their AMO on the 2013 FCAT 2.0 Reading. 84% of students in the Hispanic subgroup will score a 3 or above on the 2014 FCAT 2.0 Reading. Students' performance data indicates that there is a deficiency in Reporting Category 2 – Reading Application (LA.3-5.1.7.5, LA.6-8.1.7.5) Text Structure and Impact of Meaning in Text. Hispanic students experienced similar difficulty in identifying text structure and explaining how it impacts meaning in text.

G1.B2.S1 During differentiated instruction, students will receive instruction in teacher led centers to address the identified deficiency. Students will be assigned specific tasks on SuccessMaker that are focused on identifying text structure and explaining how it impacts meanings. Additionally, instruction should also include the use of weekly school wide programs utilizing Reading Plus, Florida Ready Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, SuccessMaker and STAR Reading.

Action Step 1

Monitor Hispanic students' knowledge in the areas of text structure and the impacts of its meaning in text.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Ticket to Read, STAR Reading Mini-Benchmark assessment Florida READY Reading Pre/Post Test. Summative Assessment: Results from the 2014 FCAT 2.0 Reading.

Facilitator:

Pauline Ward and Instructional Coach

Participants:

General Education Teachers and Instructional Coach

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

Utilizing the FCIM, the MTSS/RtI Team and the Literacy Leadership Team will review formative assessment data monthly to ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI and Literacy Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Ticket to Read, STAR Reading Mini-Benchmark assessment Florida READY Reading Pre/Post Test. Summative Assessment: Results from the 2014 FCAT 2.0 Reading.

Plan to Monitor Effectiveness of G1.B2.S1

Utilizing the FCIM, the MTSS/RtI and Literacy Leadership team will meet monthly to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI and Literacy Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Ticket to Read, STAR Reading Mini-Benchmark assessment Florida READY Reading Pre/Post Test. Summative Assessment: Results from the 2014 FCAT 2.0 Reading.

G1.B3 Performance data for students scoring at Level 3 on the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 4- Informational Text/Research Process (LA.3-5.6.1.1). Students experienced difficulty in using real-world documents to locate, interpret, and organize information. (RI.3.5, RI.3.7, W.3.8).

G1.B3.S1 Provide students with the opportunity to use text feature charts and analysis to locate, interpret, and organize information.

Action Step 1

Monitor students' knowledge in identifying and understanding specific text.

Person or Persons Responsible

General Education Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, STAR Reading Mini-Benchmark assessment Florida READY Reading Pre/Post Test. Summative Assessment: Results from the 2014 FCAT 2.0 Reading.

Facilitator:

Pauline Ward and Instructional Coach Patty Cohen

Participants:

General Education Teachers and Instructional Coach

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

Utilizing the FCIM, the Literacy Leadership Team will review formative assessment data monthly to ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, STAR Reading Mini-Benchmark assessment Florida READY Reading Pre/Post Test. Summative Assessment: Results from the 2014 FCAT 2.0 Reading.

Plan to Monitor Effectiveness of G1.B3.S1

Utilizing the FCIM, the Literacy Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Ticket to Read, STAR Reading Mini-Benchmark assessment Florida READY Reading Pre/Post Test. Summative Assessment: Results from the 2014 FCAT 2.0 Reading.

G1.B4 Performance data for students scoring at Levels 4-5 on the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 4- Informational Text/Research Process (LA.3-5.6.1.1). Students experienced difficulty in using real-world documents to locate, interpret, and organize information. (RI.3.5, RI.3.7, W.3.8).

G1.B4.S1 Provide students with the opportunity to make connections between the text of a story, drama, or information presented identifying where each version reflects specific description, direction, or contributes to an understanding of the text.

Action Step 1

Monitor students' knowledge in identifying and understanding specific text.

Person or Persons Responsible

General Education Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Ticket to Read, SuccessMaker, STAR Reading Mini-Benchmark assessment, Florida READY Reading Pre/Post Test. Summative Assessment: Results from the 2014 FCAT 2.0 Reading.

Facilitator:

Kathy Bumgardner and Patty Cohen

Participants:

General Education Teachers and Instructional Coach

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

Utilizing the FCIM, the Literacy Leadership Team will review formative assessment data monthly to ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Ticket to Read, SuccessMaker, STAR Reading Mini-Benchmark assessment Florida READY Reading and CARS Pre/Post Test. Summative Assessment: Results from the 2014 FCAT 2.0 Reading.

Plan to Monitor Effectiveness of G1.B4.S1

Utilizing the FCIM, the Literacy Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Ticket to Read, STAR Reading Mini-Benchmark assessment Florida READY Reading Pre/Post Test. Summative Assessment: Results from the 2014 FCAT 2.0 Reading.

G1.B5 Performance data for students making learning gains on the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 3-Literary Analysis Fiction/Non-Fiction (LA.3-5.2.2.1). Students experienced difficulty in elements of story structure within text as well as comparing and contrast stories in the same genre (e.g. mysteries and adventure stories) (RL.5.9).

G1.B5.S1 Provide students with the opportunity to identify elements of story structure within text.

Action Step 1

Monitor students' knowledge in the areas of identifying elements of story structure through character development, problem/solution, and rising/falling action in a variety of fiction and adjust instruction as needed.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Ticket to Read, STAR Reading Mini-Benchmark assessment, Florida READY Reading and CARS Pre/Post Test. Summative Assessment: Results from the 2014 FCAT 2.0 Reading.

Facilitator:

Kathy Bumgardner

Participants:

General Education Teachers and Instructional Coach

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

Utilizing the FCIM, the Literacy Leadership Team will review formative assessment data monthly to ensure fidelity and adjust instructions as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Ticket to Read, STAR Reading Mini-Benchmark assessment, Florida READY Reading and CARS Pre/Post Test. Summative Assessment: Results from the 2014 FCAT 2.0 Reading.

Plan to Monitor Effectiveness of G1.B5.S1

Utilizing the FCIM, the Literacy Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Literacy Leaders Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Ticket to Read, STAR Reading Mini-Benchmark assessment, Florida READY Reading and CARS Pre/Post Test. Summative Assessment: Results from the 2014 FCAT 2.0 Reading.

G1.B6 Performance data for students making learning gains in the lowest 25% on the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 3-Literary Analysis Fiction/Non-Fiction (LA.3-5.2.2.1). Students experienced difficulty in are lacking the skill to identify and interpret elements of story structure within text as well as comparing and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics. (RL.5.9).

G1.B6.S1 Provide students with the opportunity to participate in before/after school tutoring programs focusing on elements of story structure and problems in multiple texts features.

Action Step 1

Monitor students' knowledge in the areas of identifying elements of story structure through character development, problem/solution, and rising/falling action in a variety of fiction and adjust instruction as needed.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, SuccessMaker, STAR Reading Mini-Benchmark assessment, Florida READY Reading and CARS Pre/Post Test. Summative Assessment: Results from the 2014 FCAT 2.0 Reading.

Facilitator:

Ana Cordo

Participants:

General Education Teachers and Interventionists

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

Utilizing the FCIM, the Literacy Leadership Team will review formative assessment data monthly to ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, SuccessMaker, STAR Reading Mini-Benchmark assessment, Florida READY Reading and CARS Pre/Post Test. Summative Assessment: Results from the 2014 FCAT 2.0 Reading.

Plan to Monitor Effectiveness of G1.B6.S1

Utilizing the FCIM, the Literacy Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, SuccessMaker, STAR Reading Mini-Benchmark assessment, Florida READY Reading and CARS Pre/Post Test. Summative Assessment: Results from the 2014 FCAT 2.0 Reading.

G1.B7 The results of the 2013 CELLA indicate that 72% of students scored proficient in the Listening/Speaking portion of the assessment. Performance data indicates lack of knowledge in listening comprehension. This deficiency is due to the students inability to practice the English language and concepts through home learning activities.

G1.B7.S1 Emphasize ELL strategies during Reading block such as teacher-led groups, which include whole class, small groups and individual instruction with an emphasize on listening comprehension. Additionally Reading teacher will use modeling to demonstrate how to complete a task involving thinking aloud or talking about how to work on a task utilizing listening strategies.

Action Step 1

Monitor students' demonstration of completing tasks utilizing listening strategies, multisensory experiences and adjust instruction as needed.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure modeling of listening strategies and opportunities for multi-sensorial experiences are being provided during instruction.

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Ticket to Read, STAR Reading Mini-Benchmark assessment Florida READY Reading Pre/Post Test, informal observation logs and rubrics utilized during instructions. Summative Assessments: Results from the 2014 CELLA.

Facilitator:

Pauline Ward

Participants:

General Education Teacher and Instructional Coach

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

Utilizing the FCIM, the ELL Chair and Literacy Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

ELL Chair and Literacy Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Ticket to Read, STAR Reading Mini-Benchmark assessment Florida READY Reading Pre/Post Test, informal observation logs and rubrics utilized during instructions. Summative Assessments: Results from the 2014 CELLA.

Plan to Monitor Effectiveness of G1.B7.S1

The ELL Chair and Literacy Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

ELL Chair and Literacy Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Ticket to Read, STAR Reading Mini-Benchmark assessment Florida READY Reading Pre/Post Test, informal observation logs and rubrics utilized during instructions. Summative Assessments: Results from the 2014 CELLA.

G1.B8 The results of the 2013 CELLA indicate that 40% of students scored proficient in the Reading portion of the assessment. Performance data indicates lack of knowledge in Reading-Decoding. This deficiency is due to the students inability to distinguish speech sounds and/or decode common words.

G1.B8.S1 Differentiated instruction will be employed to address individual needs along with Reciprocal teaching strategies. Chunning will also be utilized to improve students' vocabulary development and fluency. Reading teacher will use decoding/spelling/phonics strategies to assist in students analyzing of text in order to identify individual words.

Action Step 1

Monitor students' knowledge in area of reading and analyzing text in order to identify individual words and to distinguish speech sounds and decode common words by using "chunning" strategies and adjust instruction as needed.

Person or Persons Responsible

General Education Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Ticket to Read, STAR Reading Mini-Benchmark assessment Florida READY Reading Pre/Post Test, informal observation logs and rubrics utilized during instructions. Summative Assessments: Results from the 2014 CELLA.

Facilitator:

Pauline Ward

Participants:

General Education Teacher and Instructional Coach

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

Utilizing the FCIM, ELL Chair, and the Literacy Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

ELL Chair and Literacy Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Ticket to Read, STAR Reading Mini-Benchmark assessment Florida READY Reading Pre/Post Test, informal observation logs and rubrics utilized during instructions. Summative Assessments: Results from the 2014 CELLA.

Plan to Monitor Effectiveness of G1.B8.S1

The ELL Chair and Literacy Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

ELL Chair and Literacy Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Ticket to Read, STAR Reading Mini-Benchmark assessment Florida READY Reading Pre/Post Test, informal observation logs and rubrics utilized during instructions. Summative Assessments: Results from the 2014 CELLA.

G1.B9 The results of the 2013 CELLA indicate that 43% of students scored proficient in the Writing portion of the assessment. Performance data indicates lack of knowledge in Writing Sentences. This deficiency is due to the students lack of knowledge in sentence writing and inability to write complete descriptive sentences.

G1.B9.S1 Student will be provided and guided in developing and using graphic organizers to guide in organizing students thought and ideas at different proficiency levels. Reading/Writing teachers will use writing samples to guide and determine the specific needs of the ELL student.

Action Step 1

Monitor students' writing structure and organization using Zaner-Bloser Writing Series and adjust instruction as needed.

Person or Persons Responsible

ELL Chair and Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Ticket to Read, STAR Reading Mini-Benchmark assessment Florida READY Reading Pre/Post Test, informal observation logs and rubrics utilized during instructions. Summative Assessments: Results from the 2014 CELLA.

Facilitator:

Kathy Bumgardner

Participants:

General Education Teacher and Instructional Coach

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

Utilizing the FCIM, ELL Chair, and the Literacy Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

ELL Chair and Literacy Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Ticket to Read, STAR Reading Mini-Benchmark assessment Florida READY Reading Pre/Post Test, informal observation logs and rubrics utilized during instructions. Summative Assessments: Results from the 2014 CELLA.

Plan to Monitor Effectiveness of G1.B9.S1

The ELL Chair and Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

ELL Chair and Literacy Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Ticket to Read, STAR Reading Mini-Benchmark assessment Florida READY Reading Pre/Post Test, informal observation logs and rubrics utilized during instructions. Summative Assessments: Results from the 2014 CELLA.

G2. Students' performance data from the 2013 FCAT 2.0 Writing indicates that 65% of students met standards. Our goal for the 2013-2014 school year is to increase the percent of students meeting standards to 69%.

G2.B1 Performance data for students scoring at Level 3.5 or above on the 2013 FCAT 2.0 Writing indicates students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

G2.B1.S1 Provide students opportunities to develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts.

Action Step 1

Monitors students' knowledge in the area of writing fluency and adjust instruction as needed.

Person or Persons Responsible

General Education Teachers and Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly writing prompt, Zaner-Bloser online and District Interim Assessment
Summative Assessment: Results from the 2014 FCAT 2.0 Writing.

Facilitator:

Kathy Bumgardner

Participants:

General Education Teachers and Instructional Coach

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

Utilizing the FCIM, the Literacy Leadership Team will review formative assessment data monthly to ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Monthly writing prompt, Zaner-Bloser online and District Interim Assessment
Summative Assessment: Results from the 2014 FCAT 2.0 Writing.

Plan to Monitor Effectiveness of G2.B1.S1

Utilizing the FCIM, Literacy Leadership team will meet to discuss the assessment data in order to monitor the effectiveness of students' ability to produce fluency in writing.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Monthly writing prompt, Zaner-Bloser online and District Interim Assessment
Summative Assessment: Results from the 2014 FCAT 2.0 Writing.

G2.B2 Performance data from the 2013 FCAT 2.0 Writing indicates that there is a deficiency with elaboration in Narrative and Expository writing. Students experienced difficulty due to the inability of formulating ideas in context and convention in the students' writing.

G2.B2.S1 Instruction should include opportunities to work on expanding ideas to support reasons when writing to tell and explain by including supporting details, and providing facts/opinions through comparisons and concrete examples. Additionally, instruction should also include daily conferencing on writing drafts to develop elaboration and focus on incorporating grammar usage, mechanics, conventions and proofreading strategies. Teachers will utilize the Zaner-Bloser Six Traits of Writing Strategies and Wordly Wise component daily.

Action Step 1

Monitor students' knowledge and progress towards the amount of elaboration being included in their writing in order to ensure effectiveness and adjust instruction as needed.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are elaborating and expanding ideas in their writing samples.

Evidence of Completion

Formative Assessments: Reports generated from monthly writing samples/prompts, Zaner-Bloser online, Teacher-Made Assessments, informal observation logs and rubrics utilized during instructions and District Pre/Post Assessments Summative Assessments: Results from the 2014 FCAT 2.0 Writing

Facilitator:

Kathy Bumgardner

Participants:

General Education Teachers and Instructional Coach

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Utilizing the FCIM, the Administration, Instructional Coach, and the Literacy Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Administration, Instructional Coach, and the Literacy Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from monthly writing samples/prompts Zaner-Bloser online, Teacher-Made Assessments, informal observation logs and rubrics utilized during instructions and District Pre/Post Assessments Summative Assessments: Results from the 2014 FCAT 2.0 Writing

Plan to Monitor Effectiveness of G2.B2.S1

The Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Meet quarterly to review formative assessment data.

Evidence of Completion

Formative Assessments: Reports generated from monthly writing samples/prompts, Zaner-Bloser online, Teacher-Made Assessments, informal observation logs and rubrics utilized during instructions and District Pre/Post Assessments Summative Assessments: Results from the 2014 FCAT 2.0 Writing

G3. Students' performance data from the 2013 FCAT 2.0 Mathematics indicates that 79% of students met standards. Our goal for the 2013-2014 school year is to maintain the percent of students meeting standards at 77%.

G3.B1 Performance data for students scoring at Level 3 on the 2013 FCAT 2.0 Mathematics indicates that there is a deficiency in Reporting Category 3, Number: Base Ten and Fractions. Students need to increased opportunities to identify, compare and order fractions in real world contexts.

G3.B1.S1 Provide students with contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. Students will be provided opportunities to compare and order fractions, including fractions greater than one, using models or strategies.

Action Step 1

Monitoring students' knowledge in the areas identifying and comparing numbers and fractions and adjust instruction as needed.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Reports generated from Success Maker, District Interim Assessment, ALEKS, I XL Math, STAR Math, Gizmos, FCAT Coach Mathematics Pre/Post Test. Summative Assessment: Results from 2014 FCAT 2.0 Mathematics

Facilitator:

David Mackin and Ana Cordo

Participants:

General Education Teacher and Instructional Coach

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

Utilizing the FCIM, the Leadership Team will review formative assessment data monthly to ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Reports generated from Success Maker, District Interim Assessment, ALEKS, I XL Math, STAR Math, Gizmos, FCAT Coach Mathematics Pre/Post Test. Summative Assessment: Results from 2014 FCAT 2.0 Mathematics

Plan to Monitor Effectiveness of G3.B1.S1

Utilizing the FCIM, the Leadership team will meet monthly to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Reports generated from Success Maker, District Interim Assessment, ALEKS, I XL Math, STAR Math, Gizmos, FCAT Coach Mathematics Pre/Post Test. Summative Assessment: Results from 2014 FCAT 2.0 Mathematics

G3.B2 Performance data for students scoring at Levels 4-5 on the 2013 FCAT 2.0 Mathematics indicates that there is a deficiency in Reporting Category 2, Geometry and Measurement. Students need to be provided with contexts for mathematical exploration and the development of understanding to geometric and measurement concepts by supporting the use of manipulatives and engaging opportunities for practice.

G3.B2.S1 Provide students with grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding of area, volume, and surface area. Students will engage in weekly measurement and/or geometry activity, recording measurements and record results in their journals.

Action Step 1

Monitor students' knowledge in the area of understanding of geometric and measurement when identifying and analyzing two-dimensional shapes and adjust instruction as needed.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Reports generated from Success Maker, District Interim Assessment, ALEKS, I XL Math, STAR Math, Gizmos, FCAT Coach Mathematics Pre/Post Test. Summative Assessment: Results from 2014 FCAT 2.0 Mathematics

Facilitator:

David Mackin and Ana Cordo

Participants:

General Education Teacher and Instructional Coach

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

Utilizing the FCIM, the Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Reports generated from Success Maker, District Interim Assessment, ALEKS, I XL Math, STAR Math, Gizmos, FCAT Coach Mathematics Pre/Post Test. Summative Assessment: Results from 2014 FCAT 2.0 Mathematics

Plan to Monitor Effectiveness of G3.B2.S1

Utilizing the FCIM, the Leadership Team will meet monthly to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Reports generated from Success Maker, District Interim Assessment, ALEKS, I XL Math, STAR Math, Gizmos, FCAT Coach Mathematics Pre/Post Test. Summative Assessment: Results from 2014 FCAT 2.0 Mathematics

G3.B3 Performance data for students making learning gains on the 2013 FCAT 2.0 Mathematics indicates that there is a deficiency in Reporting Category 2, Geometry and Measurement . Students need to be provided with contexts for mathematical exploration and the development of understanding to geometric and measurement concepts by supporting the use of manipulatives and engaging opportunities for practice.

G3.B3.S1 Provide students with grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding of area, volume, and surface area. Students will engage in weekly measurement and/or geometry activity, recording measurements and record results in their journals. Additionally provide before/after school tutoring programs focusing on basic multiplication facts and related division facts utilizing Comprehensive Assessment of Mathematics Strategies (CAMS).

Action Step 1

Monitor students' knowledge in the areas of geometry and measurement and adjust instruction as needed.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Reports generated from SuccessMaker, District Interim Assessment, Student Work, Teacher-Made Assessments, Mini-Benchmark Assessments, ALEKS, I XL Math, STAR Math, CAMS, Gizmos, and FCAT Coach Mathematics Pre/Post Test. Summative Assessment: Results from 2014 FCAT 2.0 Mathematics

Facilitator:

David Mackin and Ana Cordo

Participants:

General Education Teacher and Instructional Coach

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

Utilizing the FCIM, the Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Reports generated from SuccessMaker, District Interim Assessment, Student Work, Teacher-Made Assessments, Mini-Benchmark Assessments, ALEKS, I XL Math, STAR Math, CAMS, Gizmos, and FCAT Coach Mathematics Pre/Post Test. Summative Assessment: Results from 2014 FCAT 2.0 Mathematics

Plan to Monitor Effectiveness of G3.B3.S1

Utilizing the FCIM, the Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Reports generated from SuccessMaker, District Interim Assessment, Student Work, Teacher-Made Assessments, Mini-Benchmark Assessments, ALEKS, I XL Math, STAR Math, CAMS, Gizmos, and FCAT Coach Mathematics Pre/Post Test. Summative Assessment: Results from 2014 FCAT 2.0 Mathematics

G3.B4 Performance data for students in the lowest 25% making learning gains on the 2013 FCAT 2.0 Mathematics indicates that there is a deficiency in Reporting Category 2, Geometry and Measurement . Students need to be provided with contexts for mathematical exploration and the development of understanding to geometric and measurement concepts by supporting the use of manipulatives and engaging opportunities for practice. Students also need additional and varied opportunities to make real-world connections to geometric and measurement concepts.

G3.B4.S1 Provide students with grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding of area, volume, and surface area. Students will engage in weekly measurement and/or geometry activity, recording measurements and record results in their journals. Provide before/after school tutoring programs focusing on basic multiplication facts and related division facts utilizing Comprehensive Assessment of mathematics Strategies (CAMS). Additionally, implement a daily the school wide intervention program SuccessMaker Math with fidelity by a certified interventionist, with the support of the Instructional Coach.

Action Step 1

Monitor students' knowledge in the areas understanding of geometric and measurement concepts and making real-word connections and adjust instruction as needed.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Reports generated from SuccessMaker, District Interim Assessment, Student Work, Teacher-Made Assessments, Mini-Benchmark Assessments, ALEKS, I XL Math, STAR Math, CAMS, Gizmos, and FCAT Coach Mathematics Pre/Post Test. Summative Assessment: Results from 2014 FCAT 2.0 Mathematics

Facilitator:

David Mackin and Ana Cordo

Participants:

General Education Teacher and Instructional Coach

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

Utilizing the FCIM, the MTSS/Rtl and the Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

MTSS/Rtl and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Reports generated from SuccessMaker, District Interim Assessment, Student Work, Teacher-Made Assessments, Mini-Benchmark Assessments, ALEKS, I XL Math, STAR Math, CAMS, Gizmos, and FCAT Coach Mathematics Pre/Post Test. Summative Assessment: Results from 2014 FCAT 2.0 Mathematics

Plan to Monitor Effectiveness of G3.B4.S1

Utilizing the FCIM, the Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

MTSS/Rtl and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Reports generated from SuccessMaker, District Interim Assessment, Student Work, Teacher-Made Assessments, Mini-Benchmark Assessments, ALEKS, I XL Math, STAR Math, CAMS, Gizmos, and FCAT Coach Mathematics Pre/Post Test. Summative Assessment: Results from 2014 FCAT 2.0 Mathematics

G4. Students' performance data from the 2013 FCAT 2.0 Science indicates that 79% of students met standards. Our goal for the 2013-2014 school year is to increase the percent of students meeting standards to 81%.

G4.B1 Performance data for students scoring at Level 3 on the 2013 FCAT 2.0 Science indicates that there is a deficiency in Nature of Science- Category 1. Students are lacking the ability to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

G4.B1.S1 - Students will increase achievement by increasing rigor in science writing as evidenced in science journals and in laboratory conclusions. - Implement a routine (Science Week) of inquiry based, hands-on activities relevant to the objectives of the topic. - Teachers will attend PD's in inquiry-based learning and writing with evidence.

Action Step 1

Monitor students' knowledge in the areas of inquiry-based and hand-on experiments and adjust instruction as needed.

Person or Persons Responsible

General Education Teachers and Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Data from District Interim assessments, mini-benchmark assessments, Gizmos Lab Sheets and FCAT Coach Pre/Post tests will be analyzed to monitor student effectiveness and student progress. Summative Assessments: Results from 2014 FCAT 2.0 Science.

Facilitator:

Millard E. Lightburn

Participants:

General Education Teachers and Instructional Coach

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

Administration, Instructional Coach, Leadership Team will review formative assessment data monthly to ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Data from District Interim assessments, mini-benchmark assessments, Gizmos Lab Sheets and FCAT Coach Pre/Post tests will be analyzed to monitor student effectiveness and student progress. Summative Assessments: Results from 2014 FCAT 2.0 Science.

Plan to Monitor Effectiveness of G4.B1.S1

Literacy Leadership Team will meet to discuss formative assessment data monthly in order to monitor the effectiveness and adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Data from District Interim assessments, mini-benchmark assessments, Gizmos Lab Sheets and FCAT Coach Pre/Post tests will be analyzed to monitor student effectiveness and student progress. Summative Assessments: Results from 2014 FCAT 2.0 Science.

G4.B2 Performance data for students scoring at Level 4 and above on the 2013 FCAT 2.0 Science indicates that there is a deficiency in Physical Science- Category 3 Students are lacking the ability to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into others forms of energy, and distinguish relationships among mass, force, and motion.

G4.B2.S1 Students will increase achievement by increasing use of instructional technology resources in the classroom (Gizmos, FCAT Explorer and Discovery Education). Teachers will develop Higher-Order questioning Strategies using Explicit-Reflective instruction to enhance student thinking.

Action Step 1

Monitor students' knowledge in the areas of identifying basic forms of energy and adjust instruction as needed.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Data from District Interim assessments, mini-benchmark assessments, Gizmos Lab Sheets and FCAT Coach Pre/Post tests will be analyzed to monitor student effectiveness and student progress. Summative Assessments: Results from 2014 FCAT 2.0 Science.

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

Utilizing the FCIM, the Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Data from District Interim assessments, mini-benchmark assessments, Gizmos Lab Sheets and FCAT Coach Pre/Post tests will be analyzed to monitor student effectiveness and student progress. Summative Assessments: Results from 2014 FCAT 2.0 Science.

Plan to Monitor Effectiveness of G4.B2.S1

Utilizing the FCIM, the Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Data from District Interim assessments, mini-benchmark assessments, Gizmos Lab Sheets and FCAT Coach Pre/Post tests will be analyzed to monitor student effectiveness and student progress. Summative Assessments: Results from 2014 FCAT 2.0 Science.

G5. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM. Our goal is to continue to enhance the following STEM Programs that are currently in place: S

G5.B1 We have: •challenges in usage of technology due to limitations of home technology access and equipment. •limitations of programs in the home language.

G5.B1.S1 We will: • Establish a plan and timeline for the development of student projects and increase the participation in STEM competitions/programs (i.e., Miami- Dade County Fair & Exposition, MAST Academy Outreach Program, LEGO Robotics, Math Bowls, etc.) • Provide hands-on inquiry-based learning experiences by organizing a Science with a Twist (SWAT)-Parent/Student Night in collaboration with our sister Middle/High School to encourage the integration of mathematics, science, technology, and literacy through innovative laboratory experiences and science projects. • Engage students in the MAST Academy Outreach Elementary School Program Trailers: Land SHARC, school-site lessons aboard the mobile laboratory, where students work cooperatively, integrating maritime/technology themes at lessons called "docks and Weather on Wheels (WOW) in which students will collect, analyze, and interrupt DATA. • Students will be utilizing powerpoint software to create class presentations, demonstrating their creativity inventing aircrafts, and participating in math competitions, including American Math Challenge. Furthermore, the school will provide resources and websites through the Bilingual Education and academic websites with home language information and games.

Action Step 1

Monitor students' knowledge in the usage of technology and participation in STEM competitions and programs.

Person or Persons Responsible

General Education Teacher and Instructional Coach

Target Dates or Schedule

Biweekly lesson plan review to ensure that students are using technology and engaging in STEM related activities.

Evidence of Completion

Formative : District Baseline and Interim Assessment Gizmos, I XL Math, Aleks, Edusoft Reports, Teacher Rubric for Science Projects, Presentations, and Inventions, MAST Academy Outreach Pre/Post Packets, Log of Submissions to Science Fair, LEGO Robotics, and Bowls SWAT & Science Fair Night Sign-in sheets. Summative: Results from 2014 FCAT 2.0 Science and Math Test.

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

Administration, Instructional Coach, Leadership Team will review formative assessment data monthly to ensure fidelity and adjust instruction as needed.

Person or Persons Responsible

Administration, Instructional Coach, Leadership Team

Target Dates or Schedule

Meet quarterly to review assessment data.

Evidence of Completion

Formative : District Baseline and Interim Assessment Gizmos, I XL Math, Aleks, Edusoft Reports, Teacher Rubric for Science Projects, Presentations, and Inventions, MAST Academy Outreach Pre/ Post Packets, Log of Submissions to Science Fair and Bowls SWAT & Science Fair Night Sign-in sheets. Summative: Results from 2014 FCAT 2.0 Science and Math Test.

Plan to Monitor Effectiveness of G5.B1.S1

Leadership team will meet monthly to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Meet quarterly to review assessment data.

Evidence of Completion

Formative : District Baseline and Interim Assessment Gizmos, I XL Math, Aleks, Edusoft Reports, Teacher Rubric for Science Projects, Presentations, and Inventions, MAST Academy Outreach Pre/ Post Packets, Log of Submissions to Science Fair and Bowls SWAT & Science Fair Night Sign-in sheets. Summative: Results from 2014 FCAT 2.0 Science and Math Test.

G6. In monitoring the Early Warning Systems, our school goal will be to: Increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time. Additionally, decrease the number of students retained.

G6.B1 Parents lack of knowledge of the policies and procedures for attendance.

G6.B1.S1 The following action steps will be implemented: - Attendance Review Committee (ARC) will meet to discuss attendance issues of individual students and advise of KidCare program. Committee will meet with parents of students who have exceeded allotted absences within each quarter. The parent and student will sign an attendance contract. Monitoring of attendance will be on-going. An automated Connect Ed. message will be generated for all absences. - Incentives such as quarterly Recognition Certificates and celebrations along semester recognition for Perfect Attendance during Honor Roll Assemblies will also be used to motivate students to continue improving their daily attendance. - Early Bird tutoring will be established to address students' academic needs. - Documentation will be sent home to all parents in the beginning of the year to remind them of the school's attendance policy and procedures as indicated in the Parent Student Handbook following the MDCPS Student Attendance Reporting Procedures PK-12 Handbook.

Action Step 1

Monitor students' attendance to adjust policies and procedures as needed.

Person or Persons Responsible

Administration and School Counselor

Target Dates or Schedule

Meet monthly to review ISIS reports and ensure strategies are being implemented.

Evidence of Completion

Progress will be monitored with ISIS and Attendance Reports

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

Administration, Instructional Coach, Leadership Team will review formative assessment data monthly to ensure fidelity and adjust policies and procedures as needed.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Meet monthly to review attendance reports.

Evidence of Completion

Progress will be monitored with ISIS and Attendance Reports

Plan to Monitor Effectiveness of G6.B1.S1

Administration and Leadership Team will review ISIS and Attendance Reports monthly to ensure effectiveness and adjust policies and procedures as needed.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Meet monthly to review attendance reports.

Evidence of Completion

Progress will be monitored with ISIS and Attendance Reports.

G7. The 2012-2013 school year, indicates parent participation in school wide parent activities and workshops was 88%. The goal for the 2013-2014 school year is to increase parent participation in parent activities and workshops to 89%.

G7.B1 Parent limitation in understanding of student data results (Baseline, FAIR, FCAT 2.0 Assessment, etc.) due to language barriers and testing requirements.

G7.B1.S1 The school will offer parents, family members, and students the opportunity to participate in yearly workshops to learn how to support student achievement and data analysis.

Action Step 1

The Administration, Instructional Coach, and School Counselor will review attendance sign-in sheets, workshop evaluations and adjust workshop topics/strategies as needed.

Person or Persons Responsible

Administration, Instructional Coach, and School Counselor

Target Dates or Schedule

Quarterly

Evidence of Completion

Data gathered from sign-in sheets and workshop evaluation surveys.

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

The Leadership Team will review attendance sign-in sheets and workshop evaluations to monitor fidelity of implementation and adjust workshop titles/strategies as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data gathered from sign-in sheets and workshop evaluation surveys.

Plan to Monitor Effectiveness of G7.B1.S1

The Leadership Team will review attendance sign-in sheets and workshop evaluations to monitor effectiveness and adjust workshop titles/strategies as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data gathered from sign-in sheets and workshop evaluation surveys.

G7.B2 Parent concerns on definition and characterizes of a bully and proactive measures to prevent conflict. Although parents are kept informed throughout the school year in regards to the C.A.R.E. Curriculum, Bully Prevention, and Character Education; parents are experiencing difficulties and have concerns on definition and characteristics of a bully and lack of proactive measures and strategies to prevent conflict.

G7.B2.S1 The school will offer parents, family members, and students the opportunity to participate in yearly workshops to learn how to support a safe and positive learning environment as well as workshops focusing on bully-free environments and positive and proactive peer interpersonal relationships.

Action Step 1

The Administration, Instructional Coach, and School Counselor will review attendance sign-in sheets, workshop evaluations and adjust workshop topics/strategies as needed.

Person or Persons Responsible

Administration, Instructional Coach, and School Counselor

Target Dates or Schedule

Quarterly

Evidence of Completion

Data gathered form sign-in sheets and workshop evaluation surveys.

Plan to Monitor Fidelity of Implementation of G7.B2.S1

The Leadership Team will review attendance sign-in sheets and workshop evaluations to monitor fidelity of implementation and adjust workshop titles/strategies as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data gathered form sign-in sheets and workshop evaluation surveys.

Plan to Monitor Effectiveness of G7.B2.S1

The Leadership Team will review attendance sign-in sheets and workshop evaluations to monitor effectiveness and adjust workshop titles/strategies as needed.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data gathered from sign-in sheets and workshop evaluation surveys.

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. Students' performance data from the 2013 FCAT 2.0 Reading indicates that 81% of students met standards. Our goal for the 2013-2014 school year is to increase the percent of students meeting standards to 84%.

G1.B1 The ELL subgroup did not make their AMO on the 2013 FCAT 2.0 Reading. 75% of students in the ELL subgroup will score a 3 or above on the 2014 FCAT 2.0 Reading. Students' performance data indicates that there is a deficiency in Reporting Category 2 – Reading Application (LA.3-5.1.7.5, LA.6-8.1.7.5) Text Structure and Impact of Meaning in Text. ELL students experienced difficulty in identifying text structure and explaining how it impacts meaning in text.

G1.B1.S1 Instruction should include the use of informational text structure charts to familiarize ELL students with text structures such as cause/effect, compare/contrast, chronological order and the impact of its meaning within the text. Additionally, instruction should also include the use of weekly school wide programs utilizing Reading Plus, Florida Ready Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, and STAR Reading.

PD Opportunity 1

Monitor ELL students' knowledge in the areas of text structure and the impacts of its meaning in text.

Facilitator

Pauline Ward and Instructional Coach

Participants

General Education Teacher and Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Ticket to Read, STAR Reading Mini-Benchmark assessment Florida READY Reading Pre/Post Test. Summative Assessment: Results from the 2014 FCAT 2.0 Reading.

G1.B2 The Hispanic subgroup did not make their AMO on the 2013 FCAT 2.0 Reading. 84% of students in the Hispanic subgroup will score a 3 or above on the 2014 FCAT 2.0 Reading. Students' performance data indicates that there is a deficiency in Reporting Category 2 – Reading Application (LA.3-5.1.7.5, LA.6-8.1.7.5) Text Structure and Impact of Meaning in Text. Hispanic students experienced similar difficulty in identifying text structure and explaining how it impacts meaning in text.

G1.B2.S1 During differentiated instruction, students will receive instruction in teacher led centers to address the identified deficiency. Students will be assigned specific tasks on SuccessMaker that are focused on identifying text structure and explaining how it impacts meanings. Additionally, instruction should also include the use of weekly school wide programs utilizing Reading Plus, Florida Ready Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, SuccessMaker and STAR Reading.

PD Opportunity 1

Monitor Hispanic students' knowledge in the areas of text structure and the impacts of its meaning in text.

Facilitator

Pauline Ward and Instructional Coach

Participants

General Education Teachers and Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Ticket to Read, STAR Reading Mini-Benchmark assessment Florida READY Reading Pre/Post Test. Summative Assessment: Results from the 2014 FCAT 2.0 Reading.

G1.B3 Performance data for students scoring at Level 3 on the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 4- Informational Text/Research Process (LA.3-5.6.1.1). Students experienced difficulty in using real-world documents to locate, interpret, and organize information. (RI.3.5, RI.3.7, W.3.8).

G1.B3.S1 Provide students with the opportunity to use text feature charts and analysis to locate, interpret, and organize information.

PD Opportunity 1

Monitor students' knowledge in identifying and understanding specific text.

Facilitator

Pauline Ward and Instructional Coach Patty Cohen

Participants

General Education Teachers and Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, STAR Reading Mini-Benchmark assessment Florida READY Reading Pre/Post Test. Summative Assessment: Results from the 2014 FCAT 2.0 Reading.

G1.B4 Performance data for students scoring at Levels 4-5 on the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 4- Informational Text/Research Process (LA.3-5.6.1.1). Students experienced difficulty in using real-world documents to locate, interpret, and organize information. (RI.3.5, RI.3.7, W.3.8).

G1.B4.S1 Provide students with the opportunity to make connections between the text of a story, drama, or information presented identifying where each version reflects specific description, direction, or contributes to an understanding of the text.

PD Opportunity 1

Monitor students' knowledge in identifying and understanding specific text.

Facilitator

Kathy Bumgardner and Patty Cohen

Participants

General Education Teachers and Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Ticket to Read, SuccessMaker, STAR Reading Mini-Benchmark assessment, Florida READY Reading Pre/Post Test. Summative Assessment: Results from the 2014 FCAT 2.0 Reading.

G1.B5 Performance data for students making learning gains on the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 3-Literary Analysis Fiction/Non-Fiction (LA.3-5.2.2.1). Students experienced difficulty in elements of story structure within text as well as comparing and contrast stories in the same genre (e.g. mysteries and adventure stories) (RL.5.9).

G1.B5.S1 Provide students with the opportunity to identify elements of story structure within text.

PD Opportunity 1

Monitor students' knowledge in the areas of identifying elements of story structure through character development, problem/solution, and rising/falling action in a variety of fiction and adjust instruction as needed.

Facilitator

Kathy Bumgardner

Participants

General Education Teachers and Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Ticket to Read, STAR Reading Mini-Benchmark assessment, Florida READY Reading and CARS Pre/Post Test. Summative Assessment: Results from the 2014 FCAT 2.0 Reading.

G1.B6 Performance data for students making learning gains in the lowest 25% on the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 3-Literary Analysis Fiction/Non-Fiction (LA.3-5.2.2.1). Students experienced difficulty in are lacking the skill to identify and interpret elements of story structure within text as well as comparing and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics. (RL.5.9).

G1.B6.S1 Provide students with the opportunity to participate in before/after school tutoring programs focusing on elements of story structure and problems in multiple texts features.

PD Opportunity 1

Monitor students' knowledge in the areas of identifying elements of story structure through character development, problem/solution, and rising/falling action in a variety of fiction and adjust instruction as needed.

Facilitator

Ana Cordo

Participants

General Education Teachers and Interventionists

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, SuccessMaker, STAR Reading Mini-Benchmark assessment, Florida READY Reading and CARS Pre/Post Test. Summative Assessment: Results from the 2014 FCAT 2.0 Reading.

G1.B7 The results of the 2013 CELLA indicate that 72% of students scored proficient in the Listening/ Speaking portion of the assessment. Performance data indicates lack of knowledge in listening comprehension. This deficiency is due to the students inability to practice the English language and concepts through home learning activities.

G1.B7.S1 Emphasize ELL strategies during Reading block such as teacher-led groups, which include whole class, small groups and individual instruction with an emphasize on listening comprehension. Additionally Reading teacher will use modeling to demonstrate how to complete a task involving thinking aloud or talking about how to work on a task utilizing listening strategies.

PD Opportunity 1

Monitor students' demonstration of completing tasks utilizing listening strategies, multisensory experiences and adjust instruction as needed.

Facilitator

Pauline Ward

Participants

General Education Teacher and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure modeling of listening strategies and opportunities for multi-sensorial experiences are being provided during instruction.

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Ticket to Read, STAR Reading Mini-Benchmark assessment Florida READY Reading Pre/Post Test, informal observation logs and rubrics utilized during instructions. Summative Assessments: Results from the 2014 CELLA.

G1.B8 The results of the 2013 CELLA indicate that 40% of students scored proficient in the Reading portion of the assessment. Performance data indicates lack of knowledge in Reading-Decoding. This deficiency is due to the students inability to distinguish speech sounds and/or decode common words.

G1.B8.S1 Differentiated instruction will be employed to address individual needs along with Reciprocal teaching strategies. Chunning will also be utilized to improve students' vocabulary development and fluency. Reading teacher will use decoding/spelling/phonics strategies to assist in students analyzing of text in order to identify individual words.

PD Opportunity 1

Monitor students' knowledge in area of reading and analyzing text in order to identify individual words and to distinguish speech sounds and decode common words by using "chunning" strategies and adjust instruction as needed.

Facilitator

Pauline Ward

Participants

General Education Teacher and Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Ticket to Read, STAR Reading Mini-Benchmark assessment Florida READY Reading Pre/Post Test, informal observation logs and rubrics utilized during instructions. Summative Assessments: Results from the 2014 CELLA.

G1.B9 The results of the 2013 CELLA indicate that 43% of students scored proficient in the Writing portion of the assessment. Performance data indicates lack of knowledge in Writing Sentences. This deficiency is due to the students lack of knowledge in sentence writing and inability to write complete descriptive sentences.

G1.B9.S1 Student will be provided and guided in developing and using graphic organizers to guide in organizing students thought and ideas at different proficiency levels. Reading/Writing teachers will use writing samples to guide and determine the specific needs of the ELL student.

PD Opportunity 1

Monitor students' writing structure and organization using Zaner-Bloser Writing Series and adjust instruction as needed.

Facilitator

Kathy Bumgardner

Participants

General Education Teacher and Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: Reports generated from Success Maker, FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Ticket to Read, STAR Reading Mini-Benchmark assessment Florida READY Reading Pre/Post Test, informal observation logs and rubrics utilized during instructions. Summative Assessments: Results from the 2014 CELLA.

G2. Students' performance data from the 2013 FCAT 2.0 Writing indicates that 65% of students met standards. Our goal for the 2013-2014 school year is to increase the percent of students meeting standards to 69%.

G2.B1 Performance data for students scoring at Level 3.5 or above on the 2013 FCAT 2.0 Writing indicates students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

G2.B1.S1 Provide students opportunities to develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts.

PD Opportunity 1

Monitors students' knowledge in the area of writing fluency and adjust instruction as needed.

Facilitator

Kathy Bumgardner

Participants

General Education Teachers and Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly writing prompt, Zaner-Bloser online and District Interim Assessment Summative Assessment: Results from the 2014 FCAT 2.0 Writing.

G2.B2 Performance data from the 2013 FCAT 2.0 Writing indicates that there is a deficiency with elaboration in Narrative and Expository writing. Students experienced difficulty due to the inability of formulating ideas in context and convention in the students' writing.

G2.B2.S1 Instruction should include opportunities to work on expanding ideas to support reasons when writing to tell and explain by including supporting details, and providing facts/opinions through comparisons and concrete examples. Additionally, instruction should also include daily conferencing on writing drafts to develop elaboration and focus on incorporating grammar usage, mechanics, conventions and proofreading strategies. Teachers will utilize the Zaner-Bloser Six Traits of Writing Strategies and Wordly Wise component daily.

PD Opportunity 1

Monitor students' knowledge and progress towards the amount of elaboration being included in their writing in order to ensure effectiveness and adjust instruction as needed.

Facilitator

Kathy Bumgardner

Participants

General Education Teachers and Instructional Coach

Target Dates or Schedule

Bi-weekly review of lesson plans and formative assessment data to ensure students are elaborating and expanding ideas in their writing samples.

Evidence of Completion

Formative Assessments: Reports generated from monthly writing samples/prompts, Zaner-Bloser online, Teacher-Made Assessments, informal observation logs and rubrics utilized during instructions and District Pre/Post Assessments Summative Assessments: Results from the 2014 FCAT 2.0 Writing

G3. Students' performance data from the 2013 FCAT 2.0 Mathematics indicates that 79% of students met standards. Our goal for the 2013-2014 school year is to maintain the percent of students meeting standards at 77%.

G3.B1 Performance data for students scoring at Level 3 on the 2013 FCAT 2.0 Mathematics indicates that there is a deficiency in Reporting Category 3, Number: Base Ten and Fractions. Students need to increased opportunities to identify, compare and order fractions in real world contexts.

G3.B1.S1 Provide students with contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. Students will be provided opportunities to compare and order fractions, including fractions greater than one, using models or strategies.

PD Opportunity 1

Monitoring students' knowledge in the areas identifying and comparing numbers and fractions and adjust instruction as needed.

Facilitator

David Mackin and Ana Cordo

Participants

General Education Teacher and Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Reports generated from Success Maker, District Interim Assessment, ALEKS, I XL Math, STAR Math, Gizmos, FCAT Coach Mathematics Pre/Post Test. Summative Assessment: Results from 2014 FCAT 2.0 Mathematics

G3.B2 Performance data for students scoring at Levels 4-5 on the 2013 FCAT 2.0 Mathematics indicates that there is a deficiency in Reporting Category 2, Geometry and Measurement. Students need to be provided with contexts for mathematical exploration and the development of understanding to geometric and measurement concepts by supporting the use of manipulatives and engaging opportunities for practice.

G3.B2.S1 Provide students with grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding of area, volume, and surface area. Students will engage in weekly measurement and/or geometry activity, recording measurements and record results in their journals.

PD Opportunity 1

Monitor students' knowledge in the area of understanding of geometric and measurement when identifying and analyzing two-dimensional shapes and adjust instruction as needed.

Facilitator

David Mackin and Ana Cordo

Participants

General Education Teacher and Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Reports generated from Success Maker, District Interim Assessment, ALEKS, I XL Math, STAR Math, Gizmos, FCAT Coach Mathematics Pre/Post Test. Summative Assessment: Results from 2014 FCAT 2.0 Mathematics

G3.B3 Performance data for students making learning gains on the 2013 FCAT 2.0 Mathematics indicates that there is a deficiency in Reporting Category 2, Geometry and Measurement . Students need to be provided with contexts for mathematical exploration and the development of understanding to geometric and measurement concepts by supporting the use of manipulatives and engaging opportunities for practice.

G3.B3.S1 Provide students with grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding of area, volume, and surface area. Students will engage in weekly measurement and/or geometry activity, recording measurements and record results in their journals. Additionally provide before/after school tutoring programs focusing on basic multiplication facts and related division facts utilizing Comprehensive Assessment of Mathematics Strategies (CAMS).

PD Opportunity 1

Monitor students' knowledge in the areas of geometry and measurement and adjust instruction as needed.

Facilitator

David Mackin and Ana Cordo

Participants

General Education Teacher and Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Reports generated from SuccessMaker, District Interim Assessment, Student Work, Teacher-Made Assessments, Mini-Benchmark Assessments, ALEKS, I XL Math, STAR Math, CAMS, Gizmos, and FCAT Coach Mathematics Pre/Post Test. Summative Assessment: Results from 2014 FCAT 2.0 Mathematics

G3.B4 Performance data for students in the lowest 25% making learning gains on the 2013 FCAT 2.0 Mathematics indicates that there is a deficiency in Reporting Category 2, Geometry and Measurement . Students need to be provided with contexts for mathematical exploration and the development of understanding to geometric and measurement concepts by supporting the use of manipulatives and engaging opportunities for practice. Students also need additional and varied opportunities to make real-world connections to geometric and measurement concepts.

G3.B4.S1 Provide students with grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding of area, volume, and surface area. Students will engage in weekly measurement and/or geometry activity, recording measurements and record results in their journals. Provide before/after school tutoring programs focusing on basic multiplication facts and related division facts utilizing Comprehensive Assessment of mathematics Strategies (CAMS). Additionally, implement a daily the school wide intervention program SuccessMaker Math with fidelity by a certified interventionist, with the support of the Instructional Coach.

PD Opportunity 1

Monitor students' knowledge in the areas understanding of geometric and measurement concepts and making real-word connections and adjust instruction as needed.

Facilitator

David Mackin and Ana Cordo

Participants

General Education Teacher and Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Reports generated from SuccessMaker, District Interim Assessment, Student Work, Teacher-Made Assessments, Mini-Benchmark Assessments, ALEKS, I XL Math, STAR Math, CAMS, Gizmos, and FCAT Coach Mathematics Pre/Post Test. Summative Assessment: Results from 2014 FCAT 2.0 Mathematics

G4. Students' performance data from the 2013 FCAT 2.0 Science indicates that 79% of students met standards. Our goal for the 2013-2014 school year is to increase the percent of students meeting standards to 81%.

G4.B1 Performance data for students scoring at Level 3 on the 2013 FCAT 2.0 Science indicates that there is a deficiency in Nature of Science- Category 1. Students are lacking the ability to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

G4.B1.S1 - Students will increase achievement by increasing rigor in science writing as evidenced in science journals and in laboratory conclusions. - Implement a routine (Science Week) of inquiry based, hands-on activities relevant to the objectives of the topic. - Teachers will attend PD's in inquiry-based learning and writing with evidence.

PD Opportunity 1

Monitor students' knowledge in the areas of inquiry-based and hand-on experiments and adjust instruction as needed.

Facilitator

Millard E. Lightburn

Participants

General Education Teachers and Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Data from District Interim assessments, mini-benchmark assessments, Gizmos Lab Sheets and FCAT Coach Pre/Post tests will be analyzed to monitor student effectiveness and student progress. Summative Assessments: Results from 2014 FCAT 2.0 Science.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Students' performance data from the 2013 FCAT 2.0 Reading indicates that 81% of students met standards. Our goal for the 2013-2014 school year is to increase the percent of students meeting standards to 84%.	\$34,900
G2.	Students' performance data from the 2013 FCAT 2.0 Writing indicates that 65% of students met standards. Our goal for the 2013-2014 school year is to increase the percent of students meeting standards to 69%.	\$600
G3.	Students' performance data from the 2013 FCAT 2.0 Mathematics indicates that 79% of students met standards. Our goal for the 2013-2014 school year is to maintain the percent of students meeting standards at 77%.	\$8,700
G5.	In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM. Our goal is to continue to enhance the following STEM Programs that are currently in place: S	\$616
G6.	In monitoring the Early Warning Systems, our school goal will be to: Increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time. Additionally, decrease the number of students retained.	\$250
Total		\$45,066

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Professional Development	Evidence-Based Program	Technology	Other	Total
School Based Funding	\$21,900	\$1,800	\$5,400	\$1,800	\$0 \$0	\$30,900
School Based Fundig	\$0	\$0	\$5,400	\$0	\$0 \$0	\$5,400
Schools Based Funding	\$6,400	\$0	\$0	\$0	\$0 \$0	\$6,400
EESAC Funding	\$1,500	\$0	\$0	\$0	\$0 \$0	\$1,500
School Based Fundings	\$0	\$616	\$0	\$0	\$0 \$0	\$616
ESSAC Funds	\$0	\$0	\$0	\$0	\$250 \$0	\$250
	\$0	\$0	\$0	\$0	\$0 \$0	\$0
Total	\$29,800	\$2,416	\$10,800	\$1,800	\$250 \$0	\$45,066

Budget Details

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

G1. Students' performance data from the 2013 FCAT 2.0 Reading indicates that 81% of students met standards. Our goal for the 2013-2014 school year is to increase the percent of students meeting standards to 84%.

G1.B1 The ELL subgroup did not make their AMO on the 2013 FCAT 2.0 Reading. 75% of students in the ELL subgroup will score a 3 or above on the 2014 FCAT 2.0 Reading. Students' performance data indicates that there is a deficiency in Reporting Category 2 – Reading Application (LA.3-5.1.7.5, LA.6-8.1.7.5) Text Structure and Impact of Meaning in Text. ELL students experienced difficulty in identifying text structure and explaining how it impacts meaning in text.

G1.B1.S1 Instruction should include the use of informational text structure charts to familiarize ELL students with text structures such as cause/effect, compare/contrast, chronological order and the impact of its meaning within the text. Additionally, instruction should also include the use of weekly school wide programs utilizing Reading Plus, Florida Ready Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, and STAR Reading.

Action Step 1

Monitor ELL students' knowledge in the areas of text structure and the impacts of its meaning in text.

Resource Type

Evidence-Based Materials

Resource

State adopted Reading Series

Funding Source

School Based Funding

Amount Needed

\$6,400

G1.B2 The Hispanic subgroup did not make their AMO on the 2013 FCAT 2.0 Reading. 84% of students in the Hispanic subgroup will score a 3 or above on the 2014 FCAT 2.0 Reading. Students' performance data indicates that there is a deficiency in Reporting Category 2 – Reading Application (LA.3-5.1.7.5, LA.6-8.1.7.5) Text Structure and Impact of Meaning in Text. Hispanic students experienced similar difficulty in identifying text structure and explaining how it impacts meaning in text.

G1.B2.S1 During differentiated instruction, students will receive instruction in teacher led centers to address the identified deficiency. Students will be assigned specific tasks on SuccessMaker that are focused on identifying text structure and explaining how it impacts meanings. Additionally, instruction should also include the use of weekly school wide programs utilizing Reading Plus, Florida Ready Reading, Accelerated Reader, Ticket to Read, FCAT Explorer, SuccessMaker and STAR Reading.

Action Step 1

Monitor Hispanic students' knowledge in the areas of text structure and the impacts of its meaning in text.

Resource Type

Evidence-Based Materials

Resource

State adopted Reading Series

Funding Source

School Based Funding

Amount Needed

\$6,400

G1.B3 Performance data for students scoring at Level 3 on the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 4- Informational Text/Research Process (LA.3-5.6.1.1). Students experienced difficulty in using real-world documents to locate, interpret, and organize information. (RI.3.5, RI.3.7, W.3.8).

G1.B3.S1 Provide students with the opportunity to use text feature charts and analysis to locate, interpret, and organize information.

Action Step 1

Monitor students' knowledge in identifying and understanding specific text.

Resource Type

Professional Development

Resource

Best Practices in Literacy and Common Core

Funding Source

School Based Funding

Amount Needed

\$900

G1.B4 Performance data for students scoring at Levels 4-5 on the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 4- Informational Text/Research Process (LA.3-5.6.1.1). Students experienced difficulty in using real-world documents to locate, interpret, and organize information. (RI.3.5, RI.3.7, W.3.8).

G1.B4.S1 Provide students with the opportunity to make connections between the text of a story, drama, or information presented identifying where each version reflects specific description, direction, or contributes to an understanding of the text.

Action Step 1

Monitor students' knowledge in identifying and understanding specific text.

Resource Type

Professional Development

Resource

Best Practices in Literacy and Common Core

Funding Source

School Based Funding

Amount Needed

\$900

G1.B5 Performance data for students making learning gains on the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 3-Literary Analysis Fiction/Non-Fiction (LA.3-5.2.2.1). Students experienced difficulty in elements of story structure within text as well as comparing and contrast stories in the same genre (e.g. mysteries and adventure stories) (RL.5.9).

G1.B5.S1 Provide students with the opportunity to identify elements of story structure within text.

Action Step 1

Monitor students' knowledge in the areas of identifying elements of story structure through character development, problem/solution, and rising/falling action in a variety of fiction and adjust instruction as needed.

Resource Type

Evidence-Based Materials

Resource

Comprehensive Assessment of Reading Strategies (CARS)

Funding Source

School Based Funding

Amount Needed

\$1,500

G1.B6 Performance data for students making learning gains in the lowest 25% on the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 3-Literary Analysis Fiction/Non-Fiction (LA.3-5.2.2.1). Students experienced difficulty in are lacking the skill to identify and interpret elements of story structure within text as well as comparing and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics. (RL.5.9).

G1.B6.S1 Provide students with the opportunity to participate in before/after school tutoring programs focusing on elements of story structure and problems in multiple texts features.

Action Step 1

Monitor students' knowledge in the areas of identifying elements of story structure through character development, problem/solution, and rising/falling action in a variety of fiction and adjust instruction as needed.

Resource Type

Evidence-Based Program

Resource

SuccessMaker

Funding Source

School Based Fundig

Amount Needed

\$5,400

G1.B7 The results of the 2013 CELLA indicate that 72% of students scored proficient in the Listening/ Speaking portion of the assessment. Performance data indicates lack of knowledge in listening comprehension. This deficiency is due to the students inability to practice the English language and concepts through home learning activities.

G1.B7.S1 Emphasize ELL strategies during Reading block such as teacher-led groups, which include whole class, small groups and individual instruction with an emphasize on listening comprehension. Additionally Reading teacher will use modeling to demonstrate how to complete a task involving thinking aloud or talking about how to work on a task utilizing listening strategies.

Action Step 1

Monitor students' demonstration of completing tasks utilizing listening strategies, multisensory experiences and adjust instruction as needed.

Resource Type

Evidence-Based Materials

Resource

State Adopted Reading Series

Funding Source

School Based Funding

Amount Needed

\$6,400

G1.B8 The results of the 2013 CELLA indicate that 40% of students scored proficient in the Reading portion of the assessment. Performance data indicates lack of knowledge in Reading-Decoding. This deficiency is due to the students inability to distinguish speech sounds and/or decode common words.

G1.B8.S1 Differentiated instruction will be employed to address individual needs along with Reciprocal teaching strategies. Chunking will also be utilized to improve students' vocabulary development and fluency. Reading teacher will use decoding/spelling/phonics strategies to assist in students analyzing of text in order to identify individual words.

Action Step 1

Monitor students' knowledge in area of reading and analyzing text in order to identify individual words and to distinguish speech sounds and decode common words by using "chunking" strategies and adjust instruction as needed.

Resource Type

Evidence-Based Materials

Resource

State adopted reading Series

Funding Source

Schools Based Funding

Amount Needed

\$6,400

G1.B9 The results of the 2013 CELLA indicate that 43% of students scored proficient in the Writing portion of the assessment. Performance data indicates lack of knowledge in Writing Sentences. This deficiency is due to the students lack of knowledge in sentence writing and inability to write complete descriptive sentences.

G1.B9.S1 Student will be provided and guided in developing and using graphic organizers to guide in organizing students thought and ideas at different proficiency levels. Reading/Writing teachers will use writing samples to guide and determine the specific needs of the ELL student.

Action Step 1

Monitor students' writing structure and organization using Zaner-Bloser Writing Series and adjust instruction as needed.

Resource Type

Evidence-Based Materials

Resource

Zaner Bloser Writing Series

Funding Source

School Based Funding

Amount Needed

\$600

G2. Students' performance data from the 2013 FCAT 2.0 Writing indicates that 65% of students met standards. Our goal for the 2013-2014 school year is to increase the percent of students meeting standards to 69%.

G2.B1 Performance data for students scoring at Level 3.5 or above on the 2013 FCAT 2.0 Writing indicates students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

G2.B1.S1 Provide students opportunities to develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts.

Action Step 1

Monitors students' knowledge in the area of writing fluency and adjust instruction as needed.

Resource Type

Evidence-Based Materials

Resource

Zaner Bloser Writing Series

Funding Source

School Based Funding

Amount Needed

\$600

G2.B2 Performance data from the 2013 FCAT 2.0 Writing indicates that there is a deficiency with elaboration in Narrative and Expository writing. Students experienced difficulty due to the inability of formulating ideas in context and convention in the students' writing.

G2.B2.S1 Instruction should include opportunities to work on expanding ideas to support reasons when writing to tell and explain by including supporting details, and providing facts/opinions through comparisons and concrete examples. Additionally, instruction should also include daily conferencing on writing drafts to develop elaboration and focus on incorporating grammar usage, mechanics, conventions and proofreading strategies. Teachers will utilize the Zaner-Bloser Six Traits of Writing Strategies and Wordly Wise component daily.

Action Step 1

Monitor students' knowledge and progress towards the amount of elaboration being included in their writing in order to ensure effectiveness and adjust instruction as needed.

Resource Type

Resource

Funding Source

Amount Needed

G3. Students' performance data from the 2013 FCAT 2.0 Mathematics indicates that 79% of students met standards. Our goal for the 2013-2014 school year is to maintain the percent of students meeting standards at 77%.

G3.B1 Performance data for students scoring at Level 3 on the 2013 FCAT 2.0 Mathematics indicates that there is a deficiency in Reporting Category 3, Number: Base Ten and Fractions. Students need to increased opportunities to identify, compare and order fractions in real world contexts.

G3.B1.S1 Provide students with contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. Students will be provided opportunities to compare and order fractions, including fractions greater than one, using models or strategies.

Action Step 1

Monitoring students' knowledge in the areas identifying and comparing numbers and fractions and adjust instruction as needed.

Resource Type

Technology

Resource

IXL Math

Funding Source

School Based Funding

Amount Needed

\$900

G3.B2 Performance data for students scoring at Levels 4-5 on the 2013 FCAT 2.0 Mathematics indicates that there is a deficiency in Reporting Category 2, Geometry and Measurement. Students need to be provided with contexts for mathematical exploration and the development of understanding to geometric and measurement concepts by supporting the use of manipulatives and engaging opportunities for practice.

G3.B2.S1 Provide students with grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding of area, volume, and surface area. Students will engage in weekly measurement and/or geometry activity, recording measurements and record results in their journals.

Action Step 1

Monitor students' knowledge in the area of understanding of geometric and measurement when identifying and analyzing two-dimensional shapes and adjust instruction as needed.

Resource Type

Technology

Resource

IXL Math

Funding Source

School Based Funding

Amount Needed

\$900

G3.B3 Performance data for students making learning gains on the 2013 FCAT 2.0 Mathematics indicates that there is a deficiency in Reporting Category 2, Geometry and Measurement . Students need to be provided with contexts for mathematical exploration and the development of understanding to geometric and measurement concepts by supporting the use of manipulatives and engaging opportunities for practice.

G3.B3.S1 Provide students with grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding of area, volume, and surface area. Students will engage in weekly measurement and/or geometry activity, recording measurements and record results in their journals. Additionally provide before/after school tutoring programs focusing on basic multiplication facts and related division facts utilizing Comprehensive Assessment of Mathematics Strategies (CAMS).

Action Step 1

Monitor students' knowledge in the areas of geometry and measurement and adjust instruction as needed.

Resource Type

Evidence-Based Materials

Resource

Comprehensive Assessment of Mathematics (CAMS)

Funding Source

EESAC Funding

Amount Needed

\$1,500

G3.B4 Performance data for students in the lowest 25% making learning gains on the 2013 FCAT 2.0 Mathematics indicates that there is a deficiency in Reporting Category 2, Geometry and Measurement . Students need to be provided with contexts for mathematical exploration and the development of understanding to geometric and measurement concepts by supporting the use of manipulatives and engaging opportunities for practice. Students also need additional and varied opportunities to make real-world connections to geometric and measurement concepts.

G3.B4.S1 Provide students with grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding of area, volume, and surface area. Students will engage in weekly measurement and/or geometry activity, recording measurements and record results in their journals. Provide before/after school tutoring programs focusing on basic multiplication facts and related division facts utilizing Comprehensive Assessment of mathematics Strategies (CAMS). Additionally, implement a daily the school wide intervention program SuccessMaker Math with fidelity by a certified interventionist, with the support of the Instructional Coach.

Action Step 1

Monitor students' knowledge in the areas understanding of geometric and measurement concepts and making real-word connections and adjust instruction as needed.

Resource Type

Evidence-Based Program

Resource

SuccessMaker

Funding Source

School Based Funding

Amount Needed

\$5,400

G5. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM. Our goal is to continue to enhance the following STEM Programs that are currently in place: S

G5.B1 We have: •challenges in usage of technology due to limitations of home technology access and equipment. •limitations of programs in the home language.

G5.B1.S1 We will: • Establish a plan and timeline for the development of student projects and increase the participation in STEM competitions/programs (i.e., Miami- Dade County Fair & Exposition, MAST Academy Outreach Program, LEGO Robotics, Math Bowls, etc.) • Provide hands-on inquiry-based learning experiences by organizing a Science with a Twist (SWAT)-Parent/Student Night in collaboration with our sister Middle/High School to encourage the integration of mathematics, science, technology, and literacy through innovative laboratory experiences and science projects. • Engage students in the MAST Academy Outreach Elementary School Program Trailers: Land SHARC, school-site lessons aboard the mobile laboratory, where students work cooperatively, integrating maritime/technology themes at lessons called "docks and Weather on Wheels (WOW) in which students will collect, analyze, and interrupt DATA. • Students will be utilizing powerpoint software to create class presentations, demonstrating their creativity inventing aircrafts, and participating in math competitions, including American Math Challenge. Furthermore, the school will provide resources and websites through the Bilingual Education and academic websites with home language information and games.

Action Step 1

Monitor students' knowledge in the usage of technology and participation in STEM competitions and programs.

Resource Type

Professional Development

Resource

LEGO Robotics

Funding Source

School Based Fundings

Amount Needed

\$616

G6. In monitoring the Early Warning Systems, our school goal will be to: Increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time. Additionally, decrease the number of students retained.

G6.B1 Parents lack of knowledge of the policies and procedures for attendance.

G6.B1.S1 The following action steps will be implemented: - Attendance Review Committee (ARC) will meet to discuss attendance issues of individual students and advise of KidCare program. Committee will meet with parents of students who have exceeded allotted absences within each quarter. The parent and student will sign an attendance contract. Monitoring of attendance will be on-going. An automated Connect Ed. message will be generated for all absences. - Incentives such as quarterly Recognition Certificates and celebrations along semester recognition for Perfect Attendance during Honor Roll Assemblies will also be used to motivate students to continue improving their daily attendance. - Early Bird tutoring will be established to address students' academic needs. - Documentation will be sent home to all parents in the beginning of the year to remind them of the school's attendance policy and procedures as indicated in the Parent Student Handbook following the MDCPS Student Attendance Reporting Procedures PK-12 Handbook.

Action Step 1

Monitor students' attendance to adjust policies and procedures as needed.

Resource Type

Other

Resource

Attendance Incentives and Certificates

Funding Source

ESSAC Funds

Amount Needed

\$250