



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

George W. Carver Elementary School

238 GRAND AVE

Coral Gables, FL 33133

305-443-5286

<http://littlecarver.dadeschools.net>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 69%
Alternative/ESE Center No	Charter School No	Minority Rate 88%

School Grades History

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

George W. Carver Elementary School

Principal

Dr. Cheryl E Johnson

School Advisory Council chair

Terry Faldon

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

Name	Title
Judith Melendez	Assistant Principal
Denise Delgado	Reading Coach
Yoelin Cabrera-Fernandez	Teacher
Terry Faldon	Counselor

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 (SAC) is comprised of five teachers, six parents, one student, one educational support employee, two business representatives, the UTD steward and the principal.

Involvement of the SAC in the development of the SIP

Members of the SAC played an integral role in the development of this school improvement plan. SAC members provided insight into potential barriers and assisted with the analyzing of school data. In addition, SAC members provided the final approval of this plan and offered suggestions as to how we could improve strategies for instruction.

Activities of the SAC for the upcoming school year

G.W. Carver Elementary's SAC monitors student achievement and makes instructional decisions for the school. In addition, the SAC provides financial support for after-school FCAT tutoring by providing

funding for teacher salaries, purchasing FCAT support materials, and buying incentives to motivate students.

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

SAC funds will be utilized to fund our after-school FCAT tutoring program for students in need of additional academic assistance. Funds will be allocated to purchase FCAT support materials (\$1,999.00) and to provide funding for teacher salaries (\$3,000.00) for those teachers that will be providing tutoring. Additionally, student incentives (\$1,000.00) will also be purchased.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Cheryl E Johnson

Principal

Years as Administrator: 19

Years at Current School: 10

Credentials

BA in Communication and Management from the University of Florida
 MS in Elementary Education from Nova Southeastern University
 Ed. D. in Educational Leadership from Nova Southeastern University

Performance Record

School Grade '13-C '12-C '11-C '10-A '09-B
 High Standards- Rdg '13-59 '12-52 '11-71 '10-72 '09-67
 AMO/AYP Reading '13-Y '12-N '11-N '10-N '09-N
 High Standards- Math '13-58 '12-48 '11-68 '10-71 '09-67
 AMO/AYP Math '13-Y '12-N '11-N '10-N '09-N
 Lrng Gains -Rdg '13-66 '12-72 '11-69 '10-68 '09-74
 Lrng Gains - Math '13-63 '12-63 '11-50 '10-63 '09-67
 Gains Rdg 25 '13-66 '12-69 '11-61 '10-76 '09-63
 Gains Math 25 '13-53 '12-53 '11-50 '10-63 '09-50
 Science '13-45 '12-36 '11-51 '10-51 '09-41

of classroom teachers

27

receiving effective rating or higher

24, 89%

Highly Qualified Teachers

93%

certified in-field

25, 93%

ESOL endorsed

22, 81%

reading endorsed

1, 4%

with advanced degrees

13, 48%

National Board Certified

3, 11%

first-year teachers

0, 0%

with 1-5 years of experience

4, 15%

with 6-14 years of experience

19, 70%

with 15 or more years of experience

11, 41%

Education Paraprofessionals

of paraprofessionals

1

Highly Qualified

1, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Attend District-hosted recruitment events to recruit HOUSSE certified teachers; Principal
2. Partnering New Teachers with Veteran Teachers; Assistant Principal
3. Provide leadership opportunities for highly qualified teachers in various areas and committees; Principal/Assistant Principal

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

George W. Carver Elementary's teacher mentoring program is aimed at pairing novice teachers with more experienced teachers in order to positively impact student achievement. Ms. Hudson (a veteran teacher) is paired with Ms. Vangates (a third year teacher). Ms. M. Gonzalez (a veteran teacher) is paired with Ms. Black (a third year teacher). Ms. Hudson will provide support in the area of writing instruction for Ms. Vangates, and Ms. M. Gonzalez will provide math support to Ms. Black by collaborating, modeling lessons and providing guidance through monthly planning sessions.

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

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

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

The MTSS Leadership Team uses the Tier 1 Problem Solving process in order to set tier 1 goals. Additionally, the team monitors academic and behavioral data to evaluate progress toward set goals at least three times per year by ensuring that the following procedures are in place:

1. Holding regular team meetings where problem solving is the primary focus.
2. Using the four-step problem solving process as the basis for goal setting, planning and program evaluation during all team meetings where the focus is on increasing student achievement or obtaining behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency.
4. Responding when grades, subject areas, classes, or individual students have not shown a positive response.
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 to:

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

The school improvement plan (SIP) summarizes G.W. Carver Elementary's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions

needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed 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 (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

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

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

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

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

Tier 1(Leadership Team)

- Administrator(s) (Dr. Cheryl E. Johnson, Principal and Ms. Judith Melendez, Assistant Principal) who will schedule and facilitate regular MTSS/Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- School reading, math, science, and behavior specialists (Denise Delgado and Judith Melendez)
- Special education personnel (Leonie Pender)
- School guidance counselor (Terry Faldon)
- School psychologist (Karen Zambrano)
- School social worker (Jody Schenk)
- Member of advisory group, community stakeholders, parents

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected members (Principal, Assistant Principal, Reading Coach, School Counselor) of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected (Principal, Assistant Principal, Reading Coach, School Counselor) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP are as follows:

- The Tier 1 and Tier 2 worksheets document support for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation.
- These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency.
- The 4 step problem solving process then becomes a structure for these meetings, and data is reviewed with fidelity each time a group meets.
- Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level,

attendance review, Tier 2, and Tier 3 SST meetings.

The MTSS leadership team will confer with the School Advisory Council (SAC) and School Administrators. As a result, the team will present student data, ranging from Tier 1 through Tier 3, students in the lowest 25%, and identified subgroups in order to establish precise expectations for core instruction.

-The Leadership Team will monitor and adjust the school's academic and behavioral goals with data gathering and data analysis.

-The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.

-The Leadership Team will provide levels of support and intervention to students based on data.

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

Data Sources

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- EasyCBM
- STAR reading assessment
- Oral Reading Fluency Measures
- Voyager Phonemic Awareness and Phonics measures
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Functional Assessment
- Frequency Monitoring

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

The school will participate in the MTSS district professional development which consists of the following:

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI.

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: 2,400

Students will participate in an after school FCAT tutoring program where they will receive supplemental reading and math instruction.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Student assessment data will be recorded and analyzed in order to monitor students' progress and/or modify the strategies used for instruction in the program.

Who is responsible for monitoring implementation of this strategy?

The leadership team will monitor the implementation of this program.

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Cheryl E. Johnson	Principal
Ms. Judith Melendez	Assistant Principal
Ms. Denise Delgado	Reading Coach
Ms. Rachel Gomez	Reading Teacher
Ms. Catherine Fernandez	Reading Teacher

How the school-based LLT functions

The role of G.W. Carver Elementary's Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, Reading Coach, and three reading teachers will meet at least once a month to ensure that the areas of concern are being addressed, and that classroom instruction is aligned with the Common Core State Standards.

Major initiatives of the LLT

The Literacy Leadership Team's major initiatives for this year will include:

- Infusing literacy throughout the school community
- Creating a literacy vision for the school
- Building a literacy culture through collegiality and collaboration

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

To assist preschool children, G.W. Carver hosts tours for nearby preschools to help the students become familiar with the premises prior to attending the school. Preschool staff members are provided with information on educational focus items to aid them in providing instruction that will help students once they arrive at our location. The school also hosts an orientation day for incoming Kindergarten parents (August 14, 2013) where an overview of the school is provided and parents can tour classrooms and meet teachers. Both initiatives serve to facilitate transition.

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	58%	59%	Yes	62%
American Indian				
Asian				
Black/African American	40%	40%	Yes	46%
Hispanic	61%	59%	No	65%
White	86%	96%	Yes	87%
English language learners	41%	53%	Yes	47%
Students with disabilities	24%	18%	No	32%
Economically disadvantaged	49%	51%	Yes	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	23%	26%
Students scoring at or above Achievement Level 4	82	33%	34%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0)		66%	69%

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)	77	57%	61%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	40	29%	36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	39	29%	36%

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	32	41%	47%
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	54%	58%	Yes	59%
American Indian				
Asian				
Black/African American	38%	38%	Yes	44%
Hispanic	59%	61%	Yes	63%
White	79%	75%	No	81%
English language learners	52%	53%	Yes	57%
Students with disabilities	28%	24%	No	36%
Economically disadvantaged	47%	52%	Yes	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	77	31%	34%
Students scoring at or above Achievement Level 4	60	24%	25%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		63%	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		53%	58%

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	24	30%	34%
Students scoring at or above Achievement Level 4	11	14%	16%

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)	2		100
Participation in STEM-related experiences provided for students	79	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	48	9%	8%
Students retained, pursuant to s. 1008.25, F.S.	16	3%	2%
Students who are not proficient in reading by third grade	30	35%	32%
Students who receive two or more behavior referrals	60	13%	12%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	14	3%	2%

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

Our goal for the 2013-2014 school year is to provide opportunities for parents of low performing students to participate in informative meetings that will aid them in assisting their children with home learning activities designed to improve their academic performance.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents of lowest 25% will participate in FCAT strategies training	75	70%	75%
Parents of low performing students will receive information on educational computer programs that can be used at home	60	50%	75%

Goals Summary

- G1.** The results of the 2013 FCAT 2.0 Reading Test indicate that 59% of students achieved level 3 or higher proficiency. Our goal for the 2013-2014 school year is to increase the level 3 or higher student proficiency by 3 percentage points to 62%.
- G2.** The results of the 2013 FCAT 2.0 Writing Test indicate that 41% of our fourth graders achieved level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the number of fourth graders scoring at or above 3.5 by 6 percentage points to 47%.
- G3.** The results of the 2013 FCAT 2.0 Mathematics Test indicates that 58% of students achieved level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percentage point to 59% .
- G4.** The results of the 2013 FCAT 2.0 Science Test indicates that 44% of our fifth graders achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase number of fifth graders scoring level 3 or higher by 6 points to 50%.
- G5.** Our goal for the 2013-2014 school year is to provide students with more activities that are of scientific, technology-based, engineering and/or mathematical nature (STEM), and to ensure that participation is afforded and accessible to all.
- G6.** Our goal for the 2013-2014 school year is to monitor students that may be at risk in order to provide the appropriate support.
- G7.** Our goal for the 2013-2014 school year is to increase parent participation by 10% from 65% to 75%.

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 59% of students achieved level 3 or higher proficiency. Our goal for the 2013-2014 school year is to increase the level 3 or higher student proficiency by 3 percentage points to 62%.

Targets Supported

- Writing

Resources Available to Support the Goal

- To ensure that all students are provided with ample opportunities for advancement, G.W. Carver Elementary will utilize the following resources for teaching and learning: McGraw-Hill Wonders Reading Series, Reading Plus Computer Program, Success Maker Computer Program, Accelerated Reader

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT Reading Test indicates that 18% of students in the Students with Disabilities subgroup achieved proficiency. Students in this subgroups have a deficiency in Reporting Category 3-Literary Analysis/Fiction/Nonfiction because they have difficulty identifying and explaining elements of story structure , including character development, setting, plot, and problem/resolution in a variety of fiction. LA.3-5.1.7.7 Compare/Contrast elements, topics, settings, characters, problems in single or multiple texts. (Grade 3 within text only, Grades 4-5 within and across text) (RL.3.6, RL.3.9, RI.3.6 & RI.3.9)
- The results of the 2013 FCAT 2.0 Reading Test indicate that (57) 23% of students achieved level 3 proficiency. Performance data indicates that students who achieved level 3 proficiency have a deficiency in Reporting Category 2-Reading Application. Our students experience difficulty in identifying the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text. LA.3-5.1.7.2 Identify Author's Purpose in text and how Author's Perspective influences text (RI.3.6)
- The results of the 2013 FCAT 2.0 Reading Test indicate that (82) 33% of students achieved levels 4 and 5 proficiency. Students experience difficulty in identifying the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text. LA.3-5.1.7.5 Identify text structure and explain how it impacts meaning in text.(RI.3.8 & RI.3.3)
- The results of the 2013 FCAT 2.0 Reading Test indicate that 66% of students made learning gains. Students' performance data from indicates that there is a deficiency in Reporting Category 1-Vocabulary. Students experience difficulty in their ability to identify shades of meaning in related words. LA.3-5.1.6.6 Identify shades of meaning in related words(L.3.5c)
- The results of the 2013 FCAT 2.0 Reading indicate that 66% of students in the lowest 25% made learning gains. Students' performance data from the 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 2-Reading Application. Students experience difficulty in the ability to identify main idea/message (stated or implied). LA.3-5.1.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order(RI.3.1 & RI.3.2)
- The results of the 2013 CELLA Test indicates that (77) 57% of students scored proficient in Listening/Speaking. Students have limited opportunities to speak English inside and outside of the classroom.
- The results of the 2013 CELLA Test indicate that (40) 29% of students scored proficient in reading. Students require additional opportunities to practice reading English.
- The results of the 2013 CELLA Test indicates that (39) 29% of students scored proficient in writing. Students require additional opportunities to practice academic writing.

Plan to Monitor Progress Toward the Goal

Reading Coach will monitor progress toward the goal by conducting walkthroughs and holding data chats to review assessment data with teachers

Person or Persons Responsible

Reading Coach

Target Dates or Schedule:

Ongoing

Evidence of Completion:

2014 FCAT 2.0 Reading Test

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 41% of our fourth graders achieved level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the number of fourth graders scoring at or above 3.5 by 6 percentage points to 47%.

Targets Supported

- Writing

Resources Available to Support the Goal

- To ensure that all students are provided with ample opportunities for advancement, G.W. Carver Elementary will utilize Mentor Texts, Writing Anchor Papers with Annotations, FCAT 2.0 Writing Rubrics, District Provided Resources (Graphic Organizers, Mini Lessons, Rigorous Planner), and the McGraw-Hill Wonders Reading Series for teaching and learning.

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Writing Test indicate that (32) 41% of students achieved a score of 3.5 or above. Our goal for the 2013-2014 school year is to increase the number of students scoring at or above 3.5 by 6 percentage points to 47%. For narrative writing, students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing an engaging plot with specific events.
- Students' performance data from in-house expository assessments indicate that students require additional support when writing an expository piece that includes adequate support.

Plan to Monitor Progress Toward the Goal

The Leadership Team will monitor progress at each monthly meeting and provide support as needed

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

2014 FCAT 2.0 Writing Test

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicates that 58% of students achieved level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percentage point to 59% .

Targets Supported

Resources Available to Support the Goal

- To ensure that all students are provided with ample opportunities for advancement, G.W. Carver Elementary will utilize the following resources for teaching and learning: -Manipulatives Kits - Think Central -Go Math! Technology Resources -Go Math! Textbook -SuccessMaker

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Mathematics Test indicates that 75% of students in the White subgroup achieved proficiency. Students experience difficulty in the ability to use mathematical practices of the Common Core Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.
- The results of the 2013 FCAT 2.0 Mathematics Test indicates that 24% of students in the Student With Disability subgroup achieved proficiency. Students experience difficulty in the ability to use mathematical practices of the Common Core Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.
- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 31% of students achieved level 3 proficiency. Students experience difficulty in their ability to use mathematical practices of the Common Core Standards, support mathematical fluency and problem solving proficiency in the areas of relating decimals, fractions, and percents; and comparing and ordering fractions and decimals.
- The result of the 2013 FCAT 2.0 Mathematics Test indicates that 24% of students achieved proficiency (Level 4 and 5). Students experience difficulty in the ability to use mathematical practices of the Common Core Standards, support mathematical fluency and problem solving proficiency in the areas of measurement conversions, area and volume, and coordinate plane.
- On the 2013 FCAT 2.0 Mathematics Test 63% of the students made learning gains. Students experience difficulty in the ability to use mathematical practices of the Common Core Standards, support mathematical fluency and problem solving proficiency in the areas of measurement conversions, area and volume, and coordinate plane.
- On the 2013 FCAT 2.0 Mathematics test 53% of students in the lowest 25% made learning gains. Students experience difficulty in the ability to use mathematical practices of the Common Core Standards, support mathematical fluency and problem solving proficiency in the areas of measurement conversions, area and volume, and coordinate plane.

Plan to Monitor Progress Toward the Goal

Administrators will utilize the MDCPS interim assessment data and data chats to monitor the progress towards the goal

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Quarterly

Evidence of Completion:

sign in sheets

G4. The results of the 2013 FCAT 2.0 Science Test indicates that 44% of our fifth graders achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase number of fifth graders scoring level 3 or higher by 6 points to 50%.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- To ensure that all students are provided with ample opportunities for advancement, G.W. Carver Elementary will utilize the following resources for teaching and learning: -Gizmos -Discovery Learning -PSELL Program (University of Miami) -Scott Foresman Textbook Series

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Science Test indicate that 30% of our fifth grade students achieved level 3. These students experienced difficulty in identifying basic forms of energy, identifying familiar forces, tracing the conversion of electric energy into other forms of energy, and distinguishing relationships among mass, force, and motion.
- The results of the 2013 FCAT 2.0 Science Test indicate that 14% of our fifth grade students achieved levels 4 or 5. Students performing at the mastery level demonstrated a need in consistently identifying basic forms of energy, identifying familiar forces, tracing the conversion of electric energy into other forms of energy, and distinguishing relationships among mass, force, and motion.

Plan to Monitor Progress Toward the Goal

Administrators will review Formative Assessment Reports to ensure that progress is being made and that adjustments are made as needed

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Ongoing

Evidence of Completion:

assessment reports

G5. Our goal for the 2013-2014 school year is to provide students with more activities that are of scientific, technology-based, engineering and/or mathematical nature (STEM), and to ensure that participation is afforded and accessible to all.

Targets Supported

- STEM - All Levels

Resources Available to Support the Goal

- To ensure that all students are provided with ample opportunities for advancement, G.W. Carver Elementary will utilize the following resources for teaching and learning: Gizmos, Success Maker, Scott Foresman Science Series, Go Math Series

Targeted Barriers to Achieving the Goal

- Students were provided with 2 STEM-related experiences during the 2012-2013 school year. Additional experiences were not provided due to lack of sufficient knowledgeable personnel in the various areas of STEM.
- Student participation in STEM-related experiences was limited to 100% of fifth grade students during the 2012-2013 school year. Additional grade levels were not provided with opportunities to participate in STEM-related experiences also due to lack of sufficient knowledgeable personnel in the various areas of STEM.

Plan to Monitor Progress Toward the Goal

Administrators and the school's 5th grade science teacher will monitor the goal through the Science Fair that will take place and the field trip that will be planned for students

Person or Persons Responsible

Administrators, 5th grade science teacher

Target Dates or Schedule:

One time throughout the school year

Evidence of Completion:

Science Fair Projects, field trip roster

G6. Our goal for the 2013-2014 school year is to monitor students that may be at risk in order to provide the appropriate support.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- To ensure that all students are provided with ample opportunities for advancement, G.W. Carver Elementary will utilize the following resources: - Cognos Attendance Data - Attendance Records -Tardy Records - Intervention Attendance Records - Reading Plus - McGraw-Hill Wonders Reading Series - Student Case Management Reports - Teacher Behavioral Logs/Anecdotal Records - Cafeteria Inventive Plan/Rewards

Targeted Barriers to Achieving the Goal

- Our goal for the 2013-2014 school year is to decrease the number of students that miss 10% or more of instructional time by 1%. Students who miss 10% or more of instructional time do so because of our inability to allocate personnel to meet with parents to address excessive absences and tardies in an adequate and timely fashion.
- Our goal for the 2013-2014 school year is to reduce the number of students retained in grades K through grade 5 by 1 percentage point from (16) 3% to 2%. Low performing students in grades K-5 are at risk for retention due to their inability to perform on grade level.
- Our goal for the 2013-2014 school year is to reduce the number of students who are not proficient in reading by third grade from (30) 35% to 32%. Students who are not proficient in reading by third grade generally do not show an interest for reading due to lack of motivation and increased frustration in their inability to read fluently.
- Our goal for the 2013-2014 school year is to decrease the number of students who receive two or more behavior referrals, and referrals that lead to suspension from 16% to 14%. During the previous school year, cafeteria behavior seemed to trigger numerous incidents. That proved that there is a need to allocate personnel in the cafeteria to recognize students for exhibiting positive behavior with fidelity in an adequate and timely fashion. Additionally, due to scheduling conflicts, it has become difficult to offer whole group, small group and individual student counseling as needed to adequately address repeated behaviors.

Plan to Monitor Progress Toward the Goal

Administrators will monitor student attendance by meeting with the school counselor and reviewing targeted student attendance data; will monitor students' usage of the Reading Plus program; will follow up with teachers on their student referrals; will monitor behavioral reports

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Attendance Records, System(IPS)-Attendance/Tardy Reports, sign in sheets, referral documentation, walkthrough logs, behavioral reports

G7. Our goal for the 2013-2014 school year is to increase parent participation by 10% from 65% to 75%.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- PTA, Administrators, Counselors and Teachers

Targeted Barriers to Achieving the Goal

- Parents have difficulty attending school sponsored events during school hours due to their work schedules and also have trouble accessing online resources.

Plan to Monitor Progress Toward the Goal

Administrators will monitor sign in sheets to determine whether or not parental attendance is increasing

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Ongoing

Evidence of Completion:

ConnectEd logs, volunteer logs, sign in sheets and teacher conference logs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 59% of students achieved level 3 or higher proficiency. Our goal for the 2013-2014 school year is to increase the level 3 or higher student proficiency by 3 percentage points to 62%.

G1.B1 The results of the 2013 FCAT Reading Test indicates that 18% of students in the Students with Disabilities subgroup achieved proficiency. Students in this subgroups have a deficiency in Reporting Category 3-Literary Analysis/Fiction/Nonfiction because they have difficulty identifying and explaining elements of story structure , including character development, setting, plot, and problem/resolution in a variety of fiction. LA.3-5.1.7.7 Compare/Contrast elements, topics, settings, characters, problems in single or multiple texts. (Grade 3 within text only, Grades 4-5 within and across text) (RL.3.6, RL.3.9, RI.3.6 & RI.3.9)

G1.B1.S1 Students will learn to identify main characters within literary texts and understand how they develop and change over the course of the passage. Additionally, students will be given more experience with problem-and-solution-finding activities and setting.

Action Step 1

All reading and language arts teachers will expose students to various passages that lend themselves to teaching the elements of a story. Students will learn to use graphic organizers, such as venn diagrams and problem/solution maps, to assist them with their comprehension.

Person or Persons Responsible

All reading and language arts teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Coach and administrators will conduct walkthroughs

Action Step 2

All reading and language arts teachers will expose students to various passages that lend themselves to teaching the elements of a story. Students will learn to use graphic organizers, such as venn diagrams and problem/solution maps, to assist them with their comprehension.

Person or Persons Responsible

All reading and language arts teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Coach and administrators will conduct walkthroughs

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

Reading Coach and MTSS will conduct walkthroughs to ensure that teachers are using the appropriate strategies with students

Person or Persons Responsible

Reading Coach, MTSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Coach's Log

Plan to Monitor Effectiveness of G1.B1.S1

Leadership Team will conduct walkthroughs and meet with grade levels to ensure that strategies being used are meeting the needs of the students.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Coach's Log

G1.B2 The results of the 2013 FCAT 2.0 Reading Test indicate that (57) 23% of students achieved level 3 proficiency. Performance data indicates that students who achieved level 3 proficiency have a deficiency in Reporting Category 2-Reading Application. Our students experience difficulty in identifying the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text. LA.3-5.1.7.2 Identify Author's Purpose in text and how Author's Perspective influences text (RI.3.6)

G1.B2.S1 Students will be provided with author's purpose charts that will assist them with concept understanding.

Action Step 1

All Reading and Language Arts Teachers will attend a professional development session on differentiating instruction to meet the individual needs of students with a focus on the Common Core Standards.

Person or Persons Responsible

All Reading and Language Arts Teachers

Target Dates or Schedule

November 8, 2013

Evidence of Completion

Sign in sheets and agenda

Facilitator:

Reading Coach

Participants:

All Reading and Language Arts Teachers

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

Reading Coach will conduct walkthroughs to ensure that teachers are utilizing the strategies learned during the professional development session.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Coach's log

Plan to Monitor Effectiveness of G1.B2.S1

Reading Coach will monitor for effectiveness by conducting walkthroughs and holding data chats to review assessment data with teachers

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Coach's Log and data chat sign in sheets

G1.B3 The results of the 2013 FCAT 2.0 Reading Test indicate that (82) 33% of students achieved levels 4 and 5 proficiency. Students experience difficulty in identifying the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text. LA.3-5.1.7.5 Identify text structure and explain how it impacts meaning in text.(RI.3.8 & RI.3.3)

G1.B3.S1 Students will be exposed to a wide range of literary and informational pieces in order to become familiar with various text structures such as cause/effect, compare/contrast, and chronological order.

Action Step 1

All Reading and Language Arts Teachers will expose students to various text structures and instruct them on how to use graphic organizers, such as cause and effect chains, venn diagrams, and chronological order maps to assist them in understanding the way the text they are reading is organized.

Person or Persons Responsible

All Reading and Language Arts Teachers

Target Dates or Schedule

Throughout the course of the school year

Evidence of Completion

Coach's Log

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

Walkthroughs will be conducted to ensure that teachers are using graphic organizers to assist students with comprehension.

Person or Persons Responsible

Reading Coach, MTSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Coach's Log

Plan to Monitor Effectiveness of G1.B3.S1

The leadership team will monitor for effectiveness by conducting walkthroughs and meeting with grade levels.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Coach's Log, Administrator Walk-through log

G1.B4 The results of the 2013 FCAT 2.0 Reading Test indicate that 66% of students made learning gains. Students' performance data from indicates that there is a deficiency in Reporting Category 1-Vocabulary. Students experience difficulty in their ability to identify shades of meaning in related words. LA.3-5.1.6.6 Identify shades of meaning in related words(L.3.5c)

G1.B4.S1 Provide students with enrichment learning strategies to help build their general knowledge of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic.

Action Step 1

Teachers will use graphic organizers to teach students to identify shades of meaning in related words and include the use of word arrays and spectrum of a word maps.

Person or Persons Responsible

All reading and language arts teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs will be conducted to ensure that strategies are being used.

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

Reading coach and administrators will conduct walkthroughs.

Person or Persons Responsible

Reading Coach, MTSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Coach's Log and Administrator Walkthrough Log

Plan to Monitor Effectiveness of G1.B4.S1

Will conduct walkthroughs and meet with gradelevels to determine the effectiveness of the strategies

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Coach's Log

G1.B5 The results of the 2013 FCAT 2.0 Reading indicate that 66% of students in the lowest 25% made learning gains. Students' performance data from the 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 2-Reading Application. Students experience difficulty in the ability to identify main idea/message (stated or implied). LA.3-5.1.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order(RI.3.1 & RI.3.2)

G1.B5.S1 Students will be able to identify the stated or implied main idea/message through the use of main idea tables that will assist with comprehension of the concept.

Action Step 1

Selected Teachers will provide tutoring and incentives to low-performing students during small group intervention using EESAC funds.

Person or Persons Responsible

Selected Teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Intervention sign-in sheets and lesson plans

Action Step 2

Teachers will instruct students on the strategy of note taking, mapping, and summarizing as they read in order to better understand the text and the main idea.

Person or Persons Responsible

All Reading and Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading coach will conduct walkthroughs to ensure that students are utilizing strategies to better understand main idea.

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

The reading coach and MTSS will conduct walkthroughs to ensure that teachers are implementing the appropriate strategies with students.

Person or Persons Responsible

The reading coach, MTSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Coach's Log

Plan to Monitor Effectiveness of G1.B5.S1

The Leadership Team will conduct walkthroughs and meet with grade levels to determine the effectiveness of the strategies

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Coach's log, Administrator Walkthrough Log

G1.B6 The results of the 2013 CELLA Test indicates that (77) 57% of students scored proficient in Listening/Speaking. Students have limited opportunities to speak English inside and outside of the classroom.

G1.B6.S1 During instruction, students will be provided with opportunities to listen to read-a-louds and think-a-louds, and to participate in Reader's Theater.

Action Step 1

Students will participate in brainstorming activities, cooperative learning activities, and classroom discussions to practice speaking. In using English with ELL students, teachers will listen carefully to his/her own language use and try to adapt it.

Person or Persons Responsible

All reading and language arts teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Coach will conduct walkthroughs to ensure that teachers are utilizing the appropriate strategies.

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

Reading Coach and MTSS will conduct walkthroughs in order to ensure that teachers are using the strategies with fidelity

Person or Persons Responsible

Reading Coach, MTSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Coach's Log

Plan to Monitor Effectiveness of G1.B6.S1

The Leadership Team will conduct walkthroughs and meet with grade levels to determine the effectiveness of the strategies

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Coach's Log, Administrator Walkthrough Log

G1.B7 The results of the 2013 CELLA Test indicate that (40) 29% of students scored proficient in reading. Students require additional opportunities to practice reading English.

G1.B7.S1 Using brief excerpts or passages from text students are reading, students will paraphrase what they have read, accounting for the vocabulary words and concepts that are important to the excerpt.

Action Step 1

ELL students will participate in morning and after-school tutoring.

Person or Persons Responsible

ELL students

Target Dates or Schedule

October 2013-June 2014

Evidence of Completion

Attendance Logs

Action Step 2

Chunking will be utilized to improve students' vocabulary development and fluency. Teachers will teach visual literacy by spending a good deal of time discussing the illustrations, charts, and graphs that appear on the cover and in the book.

Person or Persons Responsible

All Reading and Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Coach will conduct walkthroughs to ensure that teachers are using the appropriate strategies.

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

Reading Coach and MTSS will conduct walkthroughs to ensure that teachers are using the appropriate strategies with students.

Person or Persons Responsible

Reading Coach, MTSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Coach's Log

Plan to Monitor Effectiveness of G1.B7.S1

The Leadership Team will conduct walkthroughs and meet with grade levels to determine the effectiveness of the strategies being utilized.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Coach's Log, Administrator Walkthrough Log

G1.B8 The results of the 2013 CELLA Test indicates that (39) 29% of students scored proficient in writing. Students require additional opportunities to practice academic writing.

G1.B8.S1 Students will engage in process writing where they will learn to follow these steps: planning, drafting, revising, editing, and publishing (according to each child's individual writing level).

Action Step 1

Small groups will be used to provide opportunities for working with students who have common needs, such as reinforcement or enrichment. Teachers will demonstrate how to do a task with the expectation that the students can copy the model.

Person or Persons Responsible

All Reading and Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Coach will conduct walkthroughs to ensure that teachers are utilizing the appropriate strategies.

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

Walkthroughs will be conducted to ensure that teachers are utilizing effective strategies with students.

Person or Persons Responsible

Reading Coach, MTSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Coach' Log

Plan to Monitor Effectiveness of G1.B8.S1

The Leadership Team will conduct walkthroughs and meet with gradelevels to determine the effectiveness of the implemented strategies.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Coach's Log and Administrator Walkthrough Log

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 41% of our fourth graders achieved level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the number of fourth graders scoring at or above 3.5 by 6 percentage points to 47%.

G2.B1 The results of the 2013 FCAT 2.0 Writing Test indicate that (32) 41% of students achieved a score of 3.5 or above. Our goal for the 2013-2014 school year is to increase the number of students scoring at or above 3.5 by 6 percentage points to 47%. For narrative writing, students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing an engaging plot with specific events.

G2.B1.S1 Students will develop and maintain a writer's notebook with sample writing using the writing process (prewriting, drafting, revising, editing and publishing) and mini-lessons (e.g., great beginnings, detail attributes, etc).

Action Step 1

Teachers will use the strategies listed below to further develop the writing abilities of their students: Students will use collaborative oral discussions to build on each other's thoughts and ideas. During writing instruction, students will 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. Students will apply transitional words/phrases appropriate to the genre to organize, and sequence ideas to provide fluency in the writing. Students will delete sentences, extraneous or repetitive information to maintain focus and clarity. Students will use mentor texts to organize details and develop sentences that will enhance the clarity of the piece.

Person or Persons Responsible

All Reading and Language Arts Teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Walkthroughs will be conducted by administrators and the reading coach to ensure that strategies are being used during writing instruction.

Action Step 2

Teachers will bring their students' writer's notebooks to grade specific monthly targeted writing instruction meetings in order to learn new strategies, share successes and concerns and articulate in regards to writing

Person or Persons Responsible

All Reading and Language Arts Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Writers' Notebooks shall provide evidence of this professional development as will walk-throughs.

Facilitator:

Denise Delgado

Participants:

All Reading and Language Arts Teachers

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

Reading Coach and MTSS will monitor student progress through writers' notebooks and conduct walk-throughs

Person or Persons Responsible

Reading Coach, MTSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Coach's Log

Plan to Monitor Effectiveness of G2.B1.S1

The Leadership Team will monitor the effectiveness of this strategy through walk-throughs and the writers' notebooks.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

September 2013 through June 2014

Evidence of Completion

Coach's Log, Administration's walk-through logs.

G2.B2 Students' performance data from in-house expository assessments indicate that students require additional support when writing an expository piece that includes adequate support.

G2.B2.S3 Students will develop and maintain a writer's notebook with sample writing using the writing process (prewriting, drafting, revising, editing and publishing) and mini-lessons (e.g., great beginnings, detail attributes, etc.).

Action Step 1

Teachers will use the following strategies to further develop the writing abilities of their students: Students will use mentor texts to organize details and develop sentences that will enhance the clarity of the piece. Students will use a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end, using supporting details, or providing facts and/or opinions. Students will apply transitional words/phrases appropriate to the genre to organize, and sequence ideas to provide fluency in the writing. Students will use a checklist/FCAT writing rubric to refine draft.

Person or Persons Responsible

All reading and language arts teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Writer's notebooks shall provide evidence as will walkthroughs.

Action Step 2

Teachers will share their students' writer's notebooks at grade specific monthly targeted writing instruction meetings in order to learn new strategies, share successes and concerns and articulate in regards to writing.

Person or Persons Responsible

All Reading and Language Arts Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Writers' notebooks shall provide evidence of this professional development as will walk-throughs.

Plan to Monitor Fidelity of Implementation of G2.B2.S3

The reading coach will monitor writers' notebooks and conduct walk-throughs

Person or Persons Responsible

Reading Coach, MTSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Coach's Log

Plan to Monitor Effectiveness of G2.B2.S3

Administration and reading coach will monitor the effectiveness of this strategy through walk-throughs and the writers' notebooks

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Coach's Log, Administrator's Walk-Through Logs

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicates that 58% of students achieved level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percentage point to 59% .

G3.B1 The results of the 2013 FCAT 2.0 Mathematics Test indicates that 75% of students in the White subgroup achieved proficiency Students experience difficulty in the ability to use mathematical practices of the Common Core Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.

G3.B1.S1 Teachers will deliver instruction on how to identify an equivalent fraction for one-half and one-fourth using a model.

Action Step 1

All Mathematics and Science Teachers will attend a professional development session on differentiating instruction to meet the individual needs of students with a focus on the Common Core standards and more rigorous standards

Person or Persons Responsible

All Mathematics and Science Teachers

Target Dates or Schedule

November 8, 2013

Evidence of Completion

PD Sign in sheets

Facilitator:

Matilde Gonzalez

Participants:

All Mathematics and Science Teachers

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

Administrators will monitor fidelity by conducting walk-throughs throughout the school year and student work folders

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative walk-through logs

Plan to Monitor Effectiveness of G3.B1.S1

Administrators will monitor progress toward the goal by conducting walkthroughs and holding data chats to review assessment data with teachers.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Mathematics Test

G3.B2 The results of the 2013 FCAT 2.0 Mathematics Test indicates that 24% of students in the Student With Disability subgroup achieved proficiency. Students experience difficulty in the ability to use mathematical practices of the Common Core Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.

G3.B2.S1 Teachers will provide opportunities for students to make meanings of numbers in order to create strategies for problem solving with fractions and responding to practical situations.

Action Step 1

All Mathematics Teachers will utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e. at grade level, intervention and enrichment groups).

Person or Persons Responsible

All Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Administration will conduct walkthroughs to ensure that teachers are using the appropriate strategies.

Facilitator:

Maty Gonzalez

Participants:

All mathematics teachers

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

Administrators will conduct walkthroughs to ensure that teachers are using strategies with fidelity.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrator Walkthrough log

Plan to Monitor Effectiveness of G3.B2.S1

The Leadership Team will conduct walkthroughs and meet with gradelevels to determine the effectiveness of the strategies.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrator Walkthroughs Log and Meeting Minutes

G3.B3 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 31% of students achieved level 3 proficiency. Students experience difficulty in their ability to use mathematical practices of the Common Core Standards, support mathematical fluency and problem solving proficiency in the areas of relating decimals, fractions, and percents; and comparing and ordering fractions and decimals.

G3.B3.S1 The students will be provided with opportunities to compare and order fractions, mixed numbers, and decimals in the same or different forms; generate equivalent fractions or simplify fractions to lowest terms; and relate halves, fourths, tenths, and hundredths to percents and vice versa.

Action Step 1

All Mathematics Teachers will provide contexts for mathematical exploration and the development of students' understanding of fractions through the use of manipulatives/models and engaging opportunities for practice.

Person or Persons Responsible

All Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrators will conduct walkthroughs to ensure that teachers are using the appropriate strategies with students.

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

Administrators will conduct walkthroughs to ensure that teachers are implementing strategies with fidelity.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrator Walkthrough Log

Plan to Monitor Effectiveness of G3.B3.S1

Leadership Team will conduct walkthroughs and attend grade level meetings in order to determine the effectiveness of the strategies.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrator Walkthrough Log and Meeting Minutes

G3.B4 The result of the 2013 FCAT 2.0 Mathematics Test indicates that 24% of students achieved proficiency (Level 4 and 5). Students experience difficulty in the ability to use mathematical practices of the Common Core Standards, support mathematical fluency and problem solving proficiency in the areas of measurement conversions, area and volume, and coordinate plane.

G3.B4.S1 The students will be provided opportunities to use different strategies to solve problems involving the volume and surface area of prisms and perform multi-step conversions to solve problems within the same measurement system, including determining the effectiveness of the strategies.

Action Step 1

Teachers will provide students with support as they make sense of problems and persevere in solving them, taking advantage of learning opportunities and adjust instruction to meet student needs.

Person or Persons Responsible

All Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrators will conduct walkthroughs to ensure that teachers are implementing the appropriate strategies with students.

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

Administration will conduct walkthroughs to ensure that strategies are implemented with fidelity.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrator Walkthrough Log

Plan to Monitor Effectiveness of G3.B4.S1

Leadership Team will conduct walkthroughs and attend grade level meetings to monitor the effectiveness of the strategies.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrator Walkthrough Log and Meeting Minutes

G3.B5 On the 2013 FCAT 2.0 Mathematics Test 63% of the students made learning gains. Students experience difficulty in the ability to use mathematical practices of the Common Core Standards, support mathematical fluency and problem solving proficiency in the areas of measurement conversions, area and volume, and coordinate plane.

G3.B5.S1 Teachers will provide grade-level appropriate activities that develop an understanding of area; classification of angles; identification of results of transformations; use of a coordinate plane; and identification and building of a three dimensional object from a two dimensional representation and vice versa.

Action Step 1

Students will be provided opportunities to determine volume of prisms and determine the surface area of prisms given a graphic or net. Students will also learn to perform a two-step conversion (linear, mass/weight, and time) within the same measurement system and determine elapsed time.

Person or Persons Responsible

All Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrators will conduct walkthroughs to ensure that teachers are using the appropriate strategies with students.

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

Administrators will conduct walkthroughs to ensure that teachers are utilizing the appropriate strategies with fidelity.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrator Walkthrough Log

Plan to Monitor Effectiveness of G3.B5.S1

Leadership Team will conduct walkthroughs and meet with grade levels to determine the effectiveness of the strategies.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrator Walkthrough Log and Meeting Minutes

G3.B6 On the 2013 FCAT 2.0 Mathematics test 53% of students in the lowest 25% made learning gains. Students experience difficulty in the ability to use mathematical practices of the Common Core Standards, support mathematical fluency and problem solving proficiency in the areas of measurement conversions, area and volume, and coordinate plane.

G3.B6.S1 Students will learn to perform single unit conversions (linear, weight/mass, and time) within the same measurement system, including determining elapsed time to the nearest minute in problems involving a span of a few hours.

Action Step 1

Teachers will utilize data driven instruction strategies to address students' needs (i.e. at grade level, intervention, and enrichment groups).

Person or Persons Responsible

All Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrators will conduct walkthroughs to ensure that differentiated instruction is taking place.

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

Administration will conduct walkthroughs to ensure that strategies are being implemented with fidelity.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrator Walkthrough Log

Plan to Monitor Effectiveness of G3.B6.S1

Leadership Team will meet with gradelevels to ensure that strategies are effective.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting Minutes

G4. The results of the 2013 FCAT 2.0 Science Test indicates that 44% of our fifth graders achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase number of fifth graders scoring level 3 or higher by 6 points to 50%.

G4.B1 The results of the 2013 FCAT 2.0 Science Test indicate that 30% of our fifth grade students achieved level 3. These students experienced difficulty in identifying basic forms of energy, identifying familiar forces, tracing the conversion of electric energy into other forms of energy, and distinguishing relationships among mass, force, and motion.

G4.B1.S1 Develop Higher-Order Questioning Strategies using Explicit-Reflective instruction to enhance student thinking and utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e. at grade level, intervention and enrichment groups).

Action Step 1

All Science Teachers will increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporation claims, evidence and reasoning), as delineated by Common core Standards. Teachers will also Implement a routine of inquiry based, hands-on activities relevant to the objective of the topic.

Person or Persons Responsible

All Science Teachers

Target Dates or Schedule

October 9, 2013

Evidence of Completion

sign in sheets, student work folders

Facilitator:

Gabriel Garcia

Participants:

All Science Teachers

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

Administrators will monitor fidelity by conducting walk-throughs throughout the school year and student work folders

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative walk-through logs

Plan to Monitor Effectiveness of G4.B1.S1

Leadership Team will determine the effectiveness through constant communication and the completion of science experiments appropriate to the grade level

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders, administrator walk-through logs

G4.B2 The results of the 2013 FCAT 2.0 Science Test indicate that 14% of our fifth grade students achieved levels 4 or 5. Students performing at the mastery level demonstrated a need in consistently identifying basic forms of energy, identifying familiar forces, tracing the conversion of electric energy into other forms of energy, and distinguishing relationships among mass, force, and motion.

G4.B2.S1 Ensure that all students participate in scientific enrichment activities, science competitions, and science clubs. Teachers will also monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

Action Step 1

Teachers will provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards. Teachers will also ensure that all students have the opportunity to design, create, and present representations and models of natural or man-made phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards.

Person or Persons Responsible

All Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Science Journals

Action Step 2

Teachers will provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards. Teachers will also ensure that all students have the opportunity to design, create, and present representations and models of natural or man-made phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards.

Person or Persons Responsible

All Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Science Journals

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

Administrators will conduct walkthroughs to ensure that teachers are using the appropriate strategies with fidelity.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrator Walkthrough Log

Plan to Monitor Effectiveness of G4.B2.S1

Leadership Team will conduct walkthroughs and meet with grade levels to ensure that strategies are effective

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrator Walkthrough Log and Meeting Minutes

G5. Our goal for the 2013-2014 school year is to provide students with more activities that are of scientific, technology-based, engineering and/or mathematical nature (STEM), and to ensure that participation is afforded and accessible to all.

G5.B1 Students were provided with 2 STEM-related experiences during the 2012-2013 school year. Additional experiences were not provided due to lack of sufficient knowledgeable personnel in the various areas of STEM.

G5.B1.S1 Students in fourth and fifth grade will participate in a science fair that will allow them to demonstrate knowledge of scientific, technological, engineering, and/or mathematical concepts.

Action Step 1

All fourth and fifth grade science teachers will participate in professional development in order to better-understand and gain knowledge of scientific, technological, engineering, and mathematical concepts.

Person or Persons Responsible

All fourth and fifth grade science teachers

Target Dates or Schedule

November 8, 2013

Evidence of Completion

Follow-up activity

Facilitator:

Gabriel Garcia

Participants:

All fourth and fifth grade science teachers

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

Administration will conduct walkthroughs to ensure that the appropriate strategies are used with students.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrator Walkthrough Log

Plan to Monitor Effectiveness of G5.B1.S1

Leadership Team will conduct walkthroughs and attend grade level meetings to ensure that the strategies used are proving effective

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrator Walkthrough Log and Meeting Minutes

G5.B2 Student participation in STEM-related experiences was limited to 100% of fifth grade students during the 2012-2013 school year. Additional grade levels were not provided with opportunities to participate in STEM-related experiences also due to lack of sufficient knowledgeable personnel in the various areas of STEM.

G5.B2.S1 In order to ensure that there is more participation in STEM-related activities in our school, fourth and fifth grade students will learn concepts that are science, technology, engineering, and/or math-based in nature.

Action Step 1

Fourth and fifth grade science teachers will provide students with the opportunity to attend a field trip that is science, technology, engineering, and/or math-based in nature.

Person or Persons Responsible

Fourth and fifth grade science teachers

Target Dates or Schedule

Once during the school year

Evidence of Completion

Field trip roster

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

Administration will conduct walkthroughs to ensure that students are learning STEM-related concepts

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrator walkthrough log

Plan to Monitor Effectiveness of G5.B2.S1

Leadership Team will conduct walkthroughs and meet with grade levels to ensure that strategies for STEM are being used and are effectively teaching students STEM concepts

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrator walkthrough log and meeting minutes

G6. Our goal for the 2013-2014 school year is to monitor students that may be at risk in order to provide the appropriate support.

G6.B1 Our goal for the 2013-2014 school year is to decrease the number of students that miss 10% or more of instructional time by 1%. Students who miss 10% or more of instructional time do so because of our inability to allocate personnel to meet with parents to address excessive absences and tardies in an adequate and timely fashion.

G6.B1.S1 Teachers will identify and refer students who have excessive absences or tardiness to the school counselor, who will then communicate with parents the importance of attendance and provide them with information on improving student attendance.

Action Step 1

Homeroom Teachers will provide parents with information to assist them in improving student attendance. Teachers will maintain accurate attendance records and will create a list of students once they reach 5 absences and will forward that list to the school counselor. Students that exhibit a pattern of non-attendance will be referred to the MTSS/Rtl team.

Person or Persons Responsible

Homeroom Teachers

Target Dates or Schedule

August 2013 through June 2014

Evidence of Completion

Attendance Records, System(IPS)-Attendance/Tardy Reports

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

The School Counselor will monitor fidelity by requesting an updated attendance list from each homeroom teacher after each quarter

Person or Persons Responsible

School Counselor

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Records, System(IPS)-Attendance/Tardy Reports

Plan to Monitor Effectiveness of G6.B1.S1

Administrators will monitor the effectiveness by reviewing daily attendance and COGNOS data

Person or Persons Responsible

Administrators

Target Dates or Schedule

August 2013 through June 2014

Evidence of Completion

Attendance Records, System(IPS)-Attendance/Tardy Reports

G6.B2 Our goal for the 2013-2014 school year is to reduce the number of students retained in grades K through grade 5 by 1 percentage point from (16) 3% to 2%. Low performing students in grades K-5 are at risk for retention due to their inability to perform on grade level.

G6.B2.S1 Early identification of low performing students, immediate placement in intervention, and regular progress monitoring.

Action Step 1

Leadership Team will provide teachers with guidelines and instructions for referring low performing students and for placement in intervention

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Beginning of the School Year

Evidence of Completion

Meeting Sign-In Sheet

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

Leadership Team will monitor the fidelity of implementation through PMP logs and intervention logs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

PMP and intervention logs

Plan to Monitor Effectiveness of G6.B2.S1

Leadership Team will request updated PMP records.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

New PMP records

G6.B3 Our goal for the 2013-2014 school year is to reduce the number of students who are not proficient in reading by third grade from (30) 35% to 32%. Students who are not proficient in reading by third grade generally do not show an interest for reading due to lack of motivation and increased frustration in their inability to read fluently.

G6.B3.S1 Third grade students who are not proficient in reading will participate in the Reading Plus program three times per week in order to increase their reading comprehension and fluency abilities at their independent levels until they are able to work at grade level.

Action Step 1

Third Grade Teachers will attend a Reading Plus training that will show them how to use the new version of the program and track student progress and performance.

Person or Persons Responsible

Third Grade Teachers

Target Dates or Schedule

September 25, 2013

Evidence of Completion

Sign-In Sheet

Facilitator:

Denise Delgado and Reading Plus Representative

Participants:

All third, fourth, and fifth grade teachers, media specialist, and reading coach

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

Reading Coach will meet with third grade teachers regularly to read and discuss student data and make any necessary adjustments

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in sheet

Plan to Monitor Effectiveness of G6.B3.S1

Leadership Team will meet with third grade teachers to discuss student data and progress in order to determine the effectiveness of the program.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign-in sheets

G6.B4 Our goal for the 2013-2014 school year is to decrease the number of students who receive two or more behavior referrals, and referrals that lead to suspension from 16% to 14%. During the previous school year, cafeteria behavior seemed to trigger numerous incidents. That proved that there is a need to allocate personnel in the cafeteria to recognize students for exhibiting positive behavior with fidelity in an adequate and timely fashion. Additionally, due to scheduling conflicts, it has become difficult to offer whole group, small group and individual student counseling as needed to adequately address repeated behaviors.

G6.B4.S1 Teachers monitoring the cafeteria will create and implement a cafeteria behavior and incentive plan that will celebrate positive behavior and provide rewards on a weekly basis.

Action Step 1

Leadership Team and cafeteria personnel will create a list of rules and expectations for cafeteria behavior as well as an incentive plan to celebrate model behavior

Person or Persons Responsible

Leadership Team and cafeteria personnel

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Cafeteria Rules Chart

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

Administrators will monitor fidelity by conducting walkthroughs in the cafeteria and by highlighting the top classes on the school's morning news

Person or Persons Responsible

Administrators

Target Dates or Schedule

Throughout the school year

Evidence of Completion

walkthrough logs, morning news reports

Plan to Monitor Effectiveness of G6.B4.S1

Leadership Team will monitor the report on student outdoor suspension rates and student behavior reports on a bi-weekly basis

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

suspension reports and case management reports

G6.B4.S2 The counselor will schedule whole group counseling sessions by grade level to discuss topics pertaining specifically to appropriate behavior.

Action Step 1

School Counselor will provide whole group guidance lessons on topics including bullying, trust issues, and CORE values

Person or Persons Responsible

School Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples, counselor logs

Plan to Monitor Fidelity of Implementation of G6.B4.S2

Leadership Team will allot time in the counselor's daily schedule to ensure that the students receive daily guidance lessons and will conduct walkthroughs to monitor implementation

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrator Walkthrough logs, counselors logs and schedule

Plan to Monitor Effectiveness of G6.B4.S2

Administrators will monitor the Student Case Management system to determine effectiveness

Person or Persons Responsible

Administrators

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Formal Assessment of Behavior Plans (FABs) and Behavioral Intervention Plans (BIPs)

G7. Our goal for the 2013-2014 school year is to increase parent participation by 10% from 65% to 75%.

G7.B1 Parents have difficulty attending school sponsored events during school hours due to their work schedules and also have trouble accessing online resources.

G7.B1.S1 G.W. Carver Elementary will provide parents with opportunities to attend school sponsored events both before and after school hours. Information will be distributed via detailed calendars so that they are able to make arrangements ahead of time and will also receive ConnectEd messages via telephone calls.

Action Step 1

Administrators will schedule school sponsored activities, such as EESAC meetings, before and/or after school

Person or Persons Responsible

Administrators

Target Dates or Schedule

Throughout the school

Evidence of Completion

Sign in sheets and agendas will provide evidence of completion

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

Administrators will attend the events to ensure fidelity

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets and meeting agendas

Plan to Monitor Effectiveness of G7.B1.S1

Administrators will provide parents with a survey to ensure the effectiveness of the events and communication

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

ConnectEd logs, volunteer logs, sign in sheets and teacher conference logs

Coordination and Integration

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

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

Title II:

At G.W. Carver Elementary the District uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for New Teacher (MINT) Program
- Training for add-on endorsement programs, such as Reading, Gifted, ESOL
- Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocol
- Reading Coach

Title III:

At G.W. Carver Elementary, services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.

- Morning and After-School tutoring is provided to ELL students.

Title X:

1. The Homeless Assistance Program at G.W. Carver Elementary seeks to ensure a successful educational experience for homeless children by collaborating with parents, school, and the community.
2. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and the transportation of homeless students.
3. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
4. Project Upstart provides a homeless sensitivity and awareness campaign to all the schools-each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust-a-community organization.

Violence Prevention Programs:

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs:

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

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

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Career and Technical Education:

G.W. Carver participates in Kids and the Power of Work (KAPOW). A program that exposes students to a career curriculum presented by mentors from different industries.

Vision Screenings:

Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 59% of students achieved level 3 or higher proficiency. Our goal for the 2013-2014 school year is to increase the level 3 or higher student proficiency by 3 percentage points to 62%.

G1.B2 The results of the 2013 FCAT 2.0 Reading Test indicate that (57) 23% of students achieved level 3 proficiency. Performance data indicates that students who achieved level 3 proficiency have a deficiency in Reporting Category 2-Reading Application. Our students experience difficulty in identifying the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text. LA.3-5.1.7.2 Identify Author's Purpose in text and how Author's Perspective influences text (RI.3.6)

G1.B2.S1 Students will be provided with author's purpose charts that will assist them with concept understanding.

PD Opportunity 1

All Reading and Language Arts Teachers will attend a professional development session on differentiating instruction to meet the individual needs of students with a focus on the Common Core Standards.

Facilitator

Reading Coach

Participants

All Reading and Language Arts Teachers

Target Dates or Schedule

November 8, 2013

Evidence of Completion

Sign in sheets and agenda

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 41% of our fourth graders achieved level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the number of fourth graders scoring at or above 3.5 by 6 percentage points to 47%.

G2.B1 The results of the 2013 FCAT 2.0 Writing Test indicate that (32) 41% of students achieved a score of 3.5 or above. Our goal for the 2013-2014 school year is to increase the number of students scoring at or above 3.5 by 6 percentage points to 47%. For narrative writing, students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing an engaging plot with specific events.

G2.B1.S1 Students will develop and maintain a writer's notebook with sample writing using the writing process (prewriting, drafting, revising, editing and publishing) and mini-lessons (e.g., great beginnings, detail attributes, etc).

PD Opportunity 1

Teachers will bring their students' writer's notebooks to grade specific monthly targeted writing instruction meetings in order to learn new strategies, share successes and concerns and articulate in regards to writing

Facilitator

Denise Delgado

Participants

All Reading and Language Arts Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Writers' Notebooks shall provide evidence of this professional development as will walk-throughs.

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicates that 58% of students achieved level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percentage point to 59% .

G3.B1 The results of the 2013 FCAT 2.0 Mathematics Test indicates that 75% of students in the White subgroup achieved proficiency Students experience difficulty in the ability to use mathematical practices of the Common Core Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.

G3.B1.S1 Teachers will deliver instruction on how to identify an equivalent fraction for one-half and one-fourth using a model.

PD Opportunity 1

All Mathematics and Science Teachers will attend a professional development session on differentiating instruction to meet the individual needs of students with a focus on the Common Core standards and more rigorous standards

Facilitator

Matilde Gonzalez

Participants

All Mathematics and Science Teachers

Target Dates or Schedule

November 8, 2013

Evidence of Completion

PD Sign in sheets

G3.B2 The results of the 2013 FCAT 2.0 Mathematics Test indicates that 24% of students in the Student With Disability subgroup achieved proficiency. Students experience difficulty in the ability to use mathematical practices of the Common Core Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.

G3.B2.S1 Teachers will provide opportunities for students to make meanings of numbers in order to create strategies for problem solving with fractions and responding to practical situations.

PD Opportunity 1

All Mathematics Teachers will utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e. at grade level, intervention and enrichment groups).

Facilitator

Maty Gonzalez

Participants

All mathematics teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Administration will conduct walkthroughs to ensure that teachers are using the appropriate strategies.

G4. The results of the 2013 FCAT 2.0 Science Test indicates that 44% of our fifth graders achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase number of fifth graders scoring level 3 or higher by 6 points to 50%.

G4.B1 The results of the 2013 FCAT 2.0 Science Test indicate that 30% of our fifth grade students achieved level 3. These students experienced difficulty in identifying basic forms of energy, identifying familiar forces, tracing the conversion of electric energy into other forms of energy, and distinguishing relationships among mass, force, and motion.

G4.B1.S1 Develop Higher-Order Questioning Strategies using Explicit-Reflective instruction to enhance student thinking and utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e. at grade level, intervention and enrichment groups).

PD Opportunity 1

All Science Teachers will increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporation claims, evidence and reasoning), as delineated by Common core Standards. Teachers will also Implement a routine of inquiry based, hands-on activities relevant to the objective of the topic.

Facilitator

Gabriel Garcia

Participants

All Science Teachers

Target Dates or Schedule

October 9, 2013

Evidence of Completion

sign in sheets, student work folders

G5. Our goal for the 2013-2014 school year is to provide students with more activities that are of scientific, technology-based, engineering and/or mathematical nature (STEM), and to ensure that participation is afforded and accessible to all.

G5.B1 Students were provided with 2 STEM-related experiences during the 2012-2013 school year. Additional experiences were not provided due to lack of sufficient knowledgeable personnel in the various areas of STEM.

G5.B1.S1 Students in fourth and fifth grade will participate in a science fair that will allow them to demonstrate knowledge of scientific, technological, engineering, and/or mathematical concepts.

PD Opportunity 1

All fourth and fifth grade science teachers will participate in professional development in order to better-understand and gain knowledge of scientific, technological, engineering, and mathematical concepts.

Facilitator

Gabriel Garcia

Participants

All fourth and fifth grade science teachers

Target Dates or Schedule

November 8, 2013

Evidence of Completion

Follow-up activity

G6. Our goal for the 2013-2014 school year is to monitor students that may be at risk in order to provide the appropriate support.

G6.B3 Our goal for the 2013-2014 school year is to reduce the number of students who are not proficient in reading by third grade from (30) 35% to 32%. Students who are not proficient in reading by third grade generally do not show an interest for reading due to lack of motivation and increased frustration in their inability to read fluently.

G6.B3.S1 Third grade students who are not proficient in reading will participate in the Reading Plus program three times per week in order to increase their reading comprehension and fluency abilities at their independent levels until they are able to work at grade level.

PD Opportunity 1

Third Grade Teachers will attend a Reading Plus training that will show them how to use the new version of the program and track student progress and performance.

Facilitator

Denise Delgado and Reading Plus Representative

Participants

All third, fourth, and fifth grade teachers, media specialist, and reading coach

Target Dates or Schedule

September 25, 2013

Evidence of Completion

Sign-In Sheet

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT 2.0 Reading Test indicate that 59% of students achieved level 3 or higher proficiency. Our goal for the 2013-2014 school year is to increase the level 3 or higher student proficiency by 3 percentage points to 62%.	\$45,300
Total		\$45,300

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Materials	Total
Title II	\$40,000	\$0	\$40,000
EESAC	\$0	\$2,300	\$2,300
Title III	\$0	\$3,000	\$3,000
Total	\$40,000	\$5,300	\$45,300

Budget Details

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 59% of students achieved level 3 or higher proficiency. Our goal for the 2013-2014 school year is to increase the level 3 or higher student proficiency by 3 percentage points to 62%.

G1.B2 The results of the 2013 FCAT 2.0 Reading Test indicate that (57) 23% of students achieved level 3 proficiency. Performance data indicates that students who achieved level 3 proficiency have a deficiency in Reporting Category 2-Reading Application. Our students experience difficulty in identifying the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text. LA.3-5.1.7.2 Identify Author's Purpose in text and how Author's Perspective influences text (RI.3.6)

G1.B2.S1 Students will be provided with author's purpose charts that will assist them with concept understanding.

Action Step 1

All Reading and Language Arts Teachers will attend a professional development session on differentiating instruction to meet the individual needs of students with a focus on the Common Core Standards.

Resource Type

Professional Development

Resource

Reading Coach, paid for by Title II, will provide professional development for teachers in order to better address the needs of students.

Funding Source

Title II

Amount Needed

\$40,000

G1.B5 The results of the 2013 FCAT 2.0 Reading indicate that 66% of students in the lowest 25% made learning gains. Students' performance data from the 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 2-Reading Application. Students experience difficulty in the ability to identify main idea/message (stated or implied). LA.3-5.1.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order(RI.3.1 & RI.3.2)

G1.B5.S1 Students will be able to identify the stated or implied main idea/message through the use of main idea tables that will assist with comprehension of the concept.

Action Step 1

Selected Teachers will provide tutoring and incentives to low-performing students during small group intervention using EESAC funds.

Resource Type

Evidence-Based Materials

Resource

Teachers will utilize evidence-based materials to provide tutoring for students and will also purchase incentives for motivational purposes.

Funding Source

EESAC

Amount Needed

\$2,300

G1.B7 The results of the 2013 CELLA Test indicate that (40) 29% of students scored proficient in reading. Students require additional opportunities to practice reading English.

G1.B7.S1 Using brief excerpts or passages from text students are reading, students will paraphrase what they have read, accounting for the vocabulary words and concepts that are important to the excerpt.

Action Step 1

ELL students will participate in morning and after-school tutoring.

Resource Type

Evidence-Based Materials

Resource

Teachers will use McGraw-Hill ELL Leveled Readers to provide morning and afterschool tutoring to ELL students.

Funding Source

Title III

Amount Needed

\$3,000