



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Hialeah Gardens Elementary School

9702 NW 130TH ST

Hialeah Gardens, FL 33018

305-827-8830

<http://hialeahgardens.dadeschools.net>

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
85%

Alternative/ESE Center
No

Charter School
No

Minority Rate
98%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

2009-10
B

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

Hialeah Gardens Elem. School

Principal

Rouben Yaghdjian J

School Advisory Council chair

Jacquelyn Davis

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

Name	Title
Rouben Yaghdjian	Principal
Rachel Autler	Assistant Principal
Mireya Triana	Second Grade Reading Teacher
Jacquelyn Davis	Second Grade Math Teacher
Amy Mora-Perez	Program Specialist
Midaly Pacin-Izquierdo	Kindergarten Teacher
Neal Stayton	Physical Education Coach

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1
 Union Steward- 1
 Teachers -5
 Alternate Teacher-1
 Educational Support Employee-1
 Alternate Educational Support-1
 Parents - 7
 Alternate Parents-2
 Student-1

Alternate Student-1
Business/Community Representatives-3

Involvement of the SAC in the development of the SIP

Throughout the 2012 -2013 school year the SIP was reviewed at each EESAC meeting and Leadership Team members reported on SIP implementation of goal areas and strategies. Baseline and winter Interim Data was reviewed and SIP goals./strategies were realigned as needed. At the end of the year, feedback from staff members was reviewed and adjustments to goal areas strategies were recommended for the 2013- 2014 SIP. A copy of the draft SIP for the 2013- 2014 school year was provided to all EESAC members at the first monthly EESAC meeting of the year. Prior to posting the final version of the SIP to FLBSI the updated SIP was reviewed and approved by EESAC.

Activities of the SAC for the upcoming school year

During the 2013 -2014 school year the Hialeah Gardens School Advisory Council (SAC) will meet regularly to review and monitor the implementation of the School Improvement Plan in order to ensure that all strategies are being implemented. The SAC will discuss the strategies and their effect on student achievement. In addition, the members of the SAC will determine the use of EESAC funds to support student achievement as well as give input as to the school budget to ensure compliance with District guidelines.

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

Purchase Mimio whiteboard technology for classroom use - \$5000.00

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Rouben Yaghdjian J

Principal

Years as Administrator: 10

Years at Current School: 4

Credentials

BS – Elementary Education, Florida International University;
 Master of Science – Educational Leadership – Nova Southeastern University;
 Educational Leadership Certification – State of Florida

Performance Record

2013 - School Grade -A
 Rdg. Proficiency, 66%
 Math Proficiency, 75%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 66 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25%- 63 points
 Rdg. AMO - _ 66%
 Math AMO - -65%
 2012 -School Grade - A
 Rdg. Proficiency, 68%
 Math Proficiency, 71%
 Rdg. Lrg. Gains, 76 points
 Math Lrg. Gains, 74 points
 Rdg. Imp. of Lowest 25% - 73 points
 Math Imp. of Lowest 25%- 75 points
 Rdg. AMO - 68
 Math AMO - 71
 '11 '10 '09 '08
 School Grade A A C A
 AYP N N N Y
 High Standards Rdg. 76% 76% 70% 70%
 High Standards Math 78% 80% 70% 76%
 Lrng Gains-Rdg. 68% 69% 30% 65%
 Lrng Gains-Math 67% 78% 53% 70%
 Gains-Rdg-25% 54% 77% 55% 69%
 Gains-Math-25% 81% 77% 47% 84%

Rachel Autler

Asst Principal

Years as Administrator: 9

Years at Current School: 7

Credentials

BA-Sociology, University of Florida; Master of Science-Exceptional Student Education, Florida International University; Certification-Educational Leadership, Nova Southeastern University
 Certification-Learning Disabilities, Emotionally Handicapped, Educational Leadership, ESOL

Performance Record

2013 - School Grade -A
 Rdg. Proficiency, 66%
 Math Proficiency, 75%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 66 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25%- 63 points
 Rdg. AMO - _
 Math AMO - _
 2012 -School Grade - A
 Rdg. Proficiency, 68%
 Math Proficiency, 71%
 Rdg. Lrg. Gains, 76points
 Math Lrg. Gains, 74 points
 Rdg. Imp. of Lowest 25% - 73 points
 Math Imp. of Lowest 25%- 75 points
 Rdg. AMO - 62
 Math AMO - 67
 '11 '10 '09 '08
 School Grade A B A A
 AYP N N N Y
 High Standards Rdg. 76% 70% 75% 75%
 High Standards Math 78% 70% 81% 75%
 Lrng Gains-Rdg. 68% 64% 64% 64%
 Lrng Gains-Math 67% 65% 65% 75%
 Gains-Rdg-25% 54% 56% 56% 59%
 Gains-Math-25% 81% 70% 70% 77%

Classroom Teachers**# of classroom teachers**

87

receiving effective rating or higher

0%

Highly Qualified Teachers

92%

certified in-field

79, 91%

ESOL endorsed

58, 67%

reading endorsed

6, 7%

with advanced degrees

19, 22%

National Board Certified

5, 6%

first-year teachers

4, 5%

with 1-5 years of experience

4, 5%

with 6-14 years of experience

53, 61%

with 15 or more years of experience

26, 30%

Education Paraprofessionals**# of paraprofessionals**

14

Highly Qualified

14, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

3

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. Partnering new teachers with veteran staff -Principal
2. School- based social activities to promote networking among staff -Principal
3. Provide leadership opportunities and experiences to highly qualified teachers -Principal
4. Networking with other school based administrators to select high quality teachers -Principal
5. Contact Universities regarding student interns -Assistant Principal
6. Hialeah Gardens Elementary Interview Committee for perspective hires -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

New teachers will be paired with veteran teachers of the same subject area/grade level that have a record of effective instruction based on test scores and observations.

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

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency?
4. Respond 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 (monthly is suggested) to:

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS 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

- Principal- oversees implementation of the MTSS Team and the RtI school wide intervention programs, progress monitoring, and the alignment of professional development with students' instructional needs.
- Assistant Principal-meets with MTSS/RtI Team to identify students in need of intervention, ensure that interventions are scheduled, monitor implementation of interventions, review data with MTSS/RtI team and, assist with development of professional development.
- Instructional Leaders (Reading/Math): assist in the implementation of progress monitoring and correlating students' needs with appropriate interventions provide professional development for teachers in the areas of data driven planning and effective core instruction.
- Select General Education Teachers (Primary and Intermediate): provide information about core instruction and assist in data collection, assist in the development of supplemental and intensive intervention plans.
- Exceptional Student Education (ESE) Teachers: Participate in data collection; assist in the development of behavioral strategies and accommodations as well as in the development of supplemental and intensive intervention plans.
- School Psychologist: participates in collection, interpretation and analysis of data, assists in the selection of screening activities, and assists in the development of supplemental and intensive intervention plans,
- Student Services Personnel: provide interventions to support the student's academic, emotional, behavioral and social success, work to link families with community agencies as well as provide in-school counseling and assistance as needed.

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

The Tier 1 and Tier 2 worksheets developed by Miami Dade County Public Schools document aim lines and supports for any academic or behavioral goal listed on our SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings and fidelity data is reviewed each time a group meetings. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2 and Tier 3 SST meetings.

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

- Data will be used to guide instructional decisions and procedures in order that all students adjust to the delivery of curriculum and instruction, adjust to the school's behavioral management system, and meet growth trajectories.

- Managed Data will include:

Reading:

Tier 1- FAIR assessments, District Baseline and Interim Assessments, teacher made-tests, Successmaker reports, Accelerated Reader reports, STAR Reading reports, student grades, standardized test scores

Tier 2- FAIR assessments, District Baseline and Interim Assessments, teacher made-tests, Successmaker reports, Accelerated Reader reports, STAR Reading reports, student grades, Voyager Reading on-going progress monitoring data, standardized test scores

Tier 3- FAIR assessments, District Baseline and Interim Assessments, teacher made-tests, Successmaker reports, Accelerated Reader reports, STAR Reading reports, student grades, standardized test scores, Voyager Reading on-going progress monitoring data, individualized

intervention progress monitoring data, Easy CBM data

Math:

Tier 1- District Baseline and Interim Assessments, Successmaker reports, Harcourt Math Chapter tests, teacher made tests, student grades

Tier 2- District Baseline and Interim Assessments, Successmaker reports, Harcourt Math Chapter tests, teacher made tests, student grades, intervention data

Tier 3- District Baseline and Interim Assessments, Successmaker reports, Harcourt Math Chapter tests, teacher made tests, student grades, individualized intervention progress monitoring data

Science:

Tier 1 - District Baseline and Interim Assessments Scott Foreman Chapter tests, Successmaker reports, GIZMO reports, student grades

Tier 2 - District Baseline and Interim Assessments Scott Foreman Chapter tests, Successmaker reports, GIZMO reports, student grades

Tier 3- District Baseline and Interim Assessments, Scott Foreman Chapter tests, Successmaker reports, GIZMO reports, student grades, Scott Foreman tutorials, FCAT Coach pre/post tests

Writing:

Tier 1- District Writing Pre and Post Tests, monthly writing prompts, student grades

Tier 2- District Writing Pre and Post Tests, monthly writing prompts, student grades

Tier 3- District Writing Pre and Post Tests, monthly writing prompts, student grades, One to One and/or Small Group writing workshop products

Behavior:

Tier 1 – Student Case Management reports, Attendance data, Suspension data

Tier 2 – Student Case Management reports, Attendance data, Suspension data, teachers' parent contact log,

Tier 3-Functional Assessment of Behavior (FAB), Behavior Intervention Plans (BIP), student's daily behavior log

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

In order to support MTSS/Rtl at Hialeah Gardens Elementary the following will take place:

- The MTSS/Rtl team will establish a clear team process and meeting procedure by selecting a regular meeting time and establishing norms for decision making at the meetings.
- An inventory of resources in our building that can be used by the intervention team will be created. Schedules will develop that support students needs.
- A standard screening protocol will be given to all teachers, coaches and interventionists so that students not meeting goals can be identified for assistance.
- Throughout the school year, during grade level planning meetings and faculty meetings, updated information about intervention and the MTSS/Rtl process will be presented so that teachers/staff are aware of all procedures in place and they can provide input and feedback.

MTSS will be presented to parents at Open House night. In addition, a hand out explaining the MTSS process is available for parent at the main office, Parent Resource Center and through the school counselors.

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:** 3,600

Students that participate in the extended learning program will receive intense instruction in both reading and/or mathematics. This instruction will reinforce basic skills in both reading and mathematics and provide remediation in areas of deficiency based upon individual students' needs. Students' needs are assessed through an analysis of FAIR data, SAT/FCAT data and interim assessments. Voyager Passport Curriculum, Strategies to Achieve Reading Success (STARS) and Houghton Mifflin Go Math Reteach lessons are the resources that are used during the Extending Learning Opportunities.

Strategy Purpose(s)

- Instruction in core academic subjects

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

In order to monitor the effectiveness of this strategy, students are assessed on a weekly basis using formative assessments that are incorporated into the Voyager Passport curriculum, STARS curriculum and Go Math curriculum. The data from these assessments is analyzed on a weekly basis to monitor students' progress and to differentiate instruction during the Extended Learning time as needed.

Who is responsible for monitoring implementation of this strategy?

The administrative team, primary/intermediate lead reading teacher and lead math teacher are responsible for monitoring the implementation of this strategy.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Rouben Yaghdjian	Principal
Rachel Autler	Assistant Principal
Liliana De La Paz	Media Specialist
Marjorie Obando	Kindergarten Chairperson
Alyza Berger	1st Grade Chairperson
Irene Valdes	2nd Grade Chairperson
Mercedes Levy	3rd Grade Chairperson
Sarah Kelly	4th Grade Chairperson
Jaime Gonzalez	5th Grade Chairperson
Amy Mora-Perez	ESE/Gifted Chairperson
Luz Rodriguez	EII Representative
Carrie Sample	UTD Steward
Mireya Triana	Lead Reading Teacher Intermediate
Midaly Pacin-Izquierdo	Lead Reading Teacher Primary

How the school-based LLT functions

The Hialeah Gardens Elementary Literacy Leadership Team meets one time per month. The focus of the meetings is to discuss the school-wide implementation of the K-12 CCRP, discuss areas of literacy concern across the school and discuss allocation of resources to meet student/teacher needs such as professional development and/or materials.

Major initiatives of the LLT

The major initiatives of the Hialeah Gardens Elementary LLT during the 2013-2014 school year are: Provide professional development and support to teachers in the use of the newly adopted reading series.

Provide professional development for teachers on the Common Core standards and use of the new reading series.

- Work closely with the MTSS/RtI Team in ensuring that all interventions for targeted students are implemented with fidelity.
- Ensure the utilization of resources based on the data analysis of Tier 1, Tier 2, and Tier 3 students.
- Continue to implement the Accelerated Reader “Class of the Month” across all grade levels. The “Class of the Month” at each grade level will eat a special breakfast with the principal and the principal will read a story to the class.
- Continue to implement the “Writers of the Month” program. Each grade level will select a one “Writer of the Month” based upon the schools’ monthly writing prompt who will participate in a special luncheon with school administrators, receive a certificate and share his/her written selection with the other selected students.

Preschool Transition

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

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

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

All incoming Kindergarten students are administered the Florida Kindergarten Readiness Screener (FLKRS) and the Florida Assessments for Instruction in Reading (FAIR) to determine their academic skill development and academic school readiness. The screening data will be utilized to develop instructional plans that meet students’ needs as well as assist in placement of students in classes that are based on individual needs.

In order to prepare incoming Kindergarten students for school, administrators visit Pre-Kindergarten sites and centers in the area surrounding Hialeah Gardens Elementary to network with the administrators of those sites and to inform them of the expectations for kindergarten so that the students will be better prepared for school. Special education teachers attend Pre-Kindergarten staffings to assist in the transition of students to our special education Kindergarten classes. When necessary, incoming Kindergarten students are assessed with them M-DCPS OLPs for identification of English language level, prior to the school year beginning.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

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	66%	66%	Yes	69%
American Indian				
Asian				
Black/African American				
Hispanic	66%	66%	Yes	69%
White				
English language learners	51%	52%	Yes	56%
Students with disabilities	58%	56%	No	62%
Economically disadvantaged	65%	63%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	118	29%	32%
Students scoring at or above Achievement Level 4	139	35%	36%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		16%
Students scoring at or above Level 7	29	60%	61%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		71%	74%
Students in lowest 25% making learning gains (FCAT 2.0)		75%	78%

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)	188	54%	59%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	130	37%	43%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	112	32%	39%

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	103	75%	78%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		62%

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	70%	75%	Yes	73%
American Indian				
Asian				
Black/African American				
Hispanic	70%	75%	Yes	73%
White				
English language learners	59%	67%	Yes	63%
Students with disabilities	58%	66%	Yes	62%
Economically disadvantaged	68%	73%	Yes	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	129	32%	34%
Students scoring at or above Achievement Level 4	165	41%	42%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	20%	22%
Students scoring at or above Level 7	28	57%	58%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		63%	67%

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	42	31%	34%
Students scoring at or above Achievement Level 4	30	22%	23%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		18%
Students scoring at or above Level 7	12	67%	67%

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)			
Participation in STEM-related experiences provided for students			

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	67	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	32	3%	2%
Students who are not proficient in reading by third grade	50	38%	34%
Students who receive two or more behavior referrals	112	12%	11%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Please see the Title I Parent Involvement Plan.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** On the 2013 FCAT Reading Test 66% of all students in grades 3 -5 were proficient. Our goal for the 2014 FCAT is for 69% of all students to be proficient and 77% of students taking the 2014 FAA Reading Test to score at level 4 or above.
- G2.** On the 2013 FCAT Writing Test 75% of students scored at level 3.5 or above. Our goal for the 2014 FCAT Writing Test is for 78% of students to score at level 3.5 or above.
- G3.** On the 2013 FCAT Math Test 75% of students scored at proficiency. Our goal for the 2014 FCAT Math Test is to maintain 75% of students scoring at proficiency.
- G4.** Our goal for the 2013 -2014 school year is to increase scientific conceptual understanding and practices with mathematics integration through project based learning for all students.
- G5.** On the 2013 FCAT 2.0 Science Test 53% of students scored proficiently. Our goal for the 2014 FCAT Science Test is for 57 % of students to score proficiently and for 85% of students taking the 2014 FAA Science Test to score at 4 or above.
- G6.** Increase identification of and assistance provided to at-risk students through analysis of the early warning systems including students who miss 10% or more of instructional time, retained students, students who are not proficient in reading by grade 3.

Goals Detail

G1. On the 2013 FCAT Reading Test 66% of all students in grades 3 -5 were proficient. Our goal for the 2014 FCAT is for 69% of all students to be proficient and 77% of students taking the 2014 FAA Reading Test to score at level 4 or above.

Targets Supported

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

Resources Available to Support the Goal

- Supplemental Materials including Voyager Passport, Florida Ready Reading, and Essential Skills for Reading Success.
- Computer based instructional programs including Reading Plus, Successmaker and Accelerated Reader.
- Intervention utilizing Voyager Passport and Wonder Works provided by hourly teachers.
- Pacing guides in reading provided by M-DCPS Division of Reading/Language Arts.
- New reading series that corresponds to Common Core Standards.
- Common planning time for reading teachers.
- On-going professional development in the area of reading provided by lead primary and intermediate reading teacher.
- Implementation of reading strategies into all areas of curriculum including content areas, special areas and Spanish classes.
- I Ready Reading and Math computer program for students with disabilities
- Teach Town Reading and Math computer program for students with autism spectrum disorder
- Waterford Learning Program for ELL students

Targeted Barriers to Achieving the Goal

- Student performance data from the 2013 FCAT indicates that the overall reading proficiency remained the same at 66%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application. Students are in need of improvement in identifying author's purpose, author's perspective, main idea (stated and implied) relevant details, conclusions and inferences and text structure.
- Student performance data from the 2013 FCAT indicates that percentage of students scoring at level 3 remained the same at 29%. Our goal for the 2014 FCAT is for 33% of students to score at level 3. The area of deficiency for students scoring at level 3 as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application. Students are in need of improvement in identifying author's purpose, author's perspective, main idea (stated and implied) relevant details, conclusions and inferences and text structure.
- Student data performance from the 2013 FCAT indicates that the percentage of students scoring at level 4 or above decreased by 1 percentage point to 35%. Our goal for the 2014 FCAT is for 37% of students to score at level 4 or above. The area of deficiency for students scoring at level 4 or above as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application.
- Student data performance from the 2013 Florida Alternate Assessment (FAA) indicates that the percentage of students scoring at level 4 -6 remained the same at 15%. Our goal for the 2014 FAA is for 16% of students to score at level 4 -6. The area of deficiency in students achieving levels 4 -6 as noted in the 2013 administration of the FAA Reading Test was the ability to identify characters, settings, actions, and events in read-aloud fiction and non-fiction.

- Student data performance from the 2013 Florida Alternate Assessment (FAA) indicates that the percentage of students scoring at level 7 or higher decreased by 3 percentage points to 60%. Our goal for the 2014 FAA is for 61% of students to score at level 7 or higher. The area of deficiency in students achieving levels 7 or higher proficiency as noted in the 2012 administration of the FAA Reading Test was the ability to use explicit information from read aloud fiction and nonfiction texts to answer question related main idea and supporting details.
- Student data performance from the 2013 FCAT indicates that learning gains in the area of reading decreased by 4 percentage points to 71%. Our goal is for 74% of students to make learning gains on the 2014 FCAT. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application.
- Student data performance from the 2013 FCAT indicates that learning gains for the lowest 25% in reading increased by 2 percentage points to 75%. Our goal is for 78% of students in the lowest 25% to make learning gains on the 2014 FCAT. The area of weakness for students in the lowest 25% as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 1 Vocabulary
- As noted on the 2013 CELLA administration, the percentage of ELL students who are proficient in Listening/Speaking increased 10 percentage points to 54%. Our goal is for 59% of ELL students to be proficient on the 2014 CELLA. Students lack the knowledge of both active and passive vocabulary.
- As noted on the 2013 CELLA administration, the percentage of ELL students who are proficient in Reading increased 1 percentage point to 37%. Our goal is for 43% of ELL students to be proficient on the 2014 CELLA. Students lack the ability to determine the meanings of unfamiliar words in reading.
- As noted on the 2013 CELLA administration, the percentage of ELL students who are proficient in Writing increased 4 percentage points to 32%. Our goal is for 39% of ELL students to be proficient on the 2014 CELLA. Students lack the ability to organize information into a logical sequence.
- Student data performance from the 2013 FCAT indicates that the SWD and ED subgroup did not make their AMO for 2013. The goal for 2014 is to increase the SWD subgroup proficiency from 52% to 62% and to increase the ED subgroup proficiency from 63% to 69%. The area of deficiency for both of these subgroups as noted on the 2013 FCAT 2.0 administration was Reporting Category 2 Reading Application. Students are in need of improvement in identifying author's purpose, author's perspective, main idea (stated and implied) relevant details, conclusions and inferences and text structure.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

The MTSS/LLT Team along with administrators will monitor the progress toward meeting our goal.

Target Dates or Schedule:

Bi-Weekly

Evidence of Completion:

Formative Assesments: District Interim Assessments, Classwork, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly tests, unit and benchmark assessments, Successmaker reports, Reading Plus Reports, Teach Town reports, IReady reports Summative: 2014 FCAT 2.0 Reading Test, 2014 FAA, 2014 CELLA

G2. On the 2013 FCAT Writing Test 75% of students scored at level 3.5 or above. Our goal for the 2014 FCAT Writing Test is for 78% of students to score at level 3.5 or above.

Targets Supported

- Writing

Resources Available to Support the Goal

- McGraw Hill Reading/Writing Workshop Series
- Teacher developed writing notebooks for each student focusing on the various components of prewriting, drafting, revising and editing, and publishing.
- Small group differentiated writing instruction provided by reading/language arts teachers
- Pull-out writing intervention provided by reading/language arts teachers
- Professional development in FCAT writing strategies provided by lead intermediate reading teacher
- After school writing tutoring provided by reading/language arts teachers
- Implementation of Principal's Writers Club on a monthly basis in which a student from each grade level is selected to share their writing piece at a special celebration with the principal.
- District Pre and Post writing Assessment

Targeted Barriers to Achieving the Goal

- Performance data for the 2013 administration of the FCAT Writing 2.0 Test, indicates that fourth graders scoring at 3.5 or above demonstrated difficulty in narrative writing.
- As noted on the administration of the 2013 FAA Writing Test, the number of students scoring at levels 4 or higher decreased 9 percentage points to 58%. The goal for the 2014 FAA Writing Test is for 62% of students to score level 4 or higher. The area of deficiency most noted ability to communicate information that tells about familiar objects, persons and activities due to a difficulties in expressive and receptive communication.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from monthly writing assessments and District Writing Assessments.

Person or Persons Responsible

The MTSS/LLT Team and administrators will monitor progress toward meeting our goal.

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessments - monthly writing prompts Summative Assessment - Results for the 2014 FCAT 2.0 Writing Test and 2014 FAA Writing Test

G3. On the 2013 FCAT Math Test 75% of students scored at proficiency. Our goal for the 2014 FCAT Math Test is to maintain 75% of students scoring at proficiency.

Targets Supported

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

Resources Available to Support the Goal

- Houghton Mifflin Go Math! Reteaching materials
- Computer based instructional programs including Successmaker and FASTT Math.
- Hourly interventionists to provide remediation for selected students using Go Math! reteaching materials.

Targeted Barriers to Achieving the Goal

- Student performance data from the 2013 FCAT 2.0 Mathematics Test indicates that the percentage of students scoring at level 3 is 32%. The goal for the 2014 FCAT 2.0 Mathematics Test is to increase the percentage of students scoring at level 3 to 34%. The area of deficiency for students scoring at level 3 as noted on the administration of the FCAT 2.0 Mathematics Test was Number: Operations, Problems and Statistics (grade 3).
- Student performance data from the 2013 FCAT 2.0 Mathematics Test indicates that the percentage of students scoring at level 4 and above is 41%. The goal for the 2014 FCAT 2.0 Mathematics Test is to increase the percentage of students scoring at level 4 or above to 42%. The area of deficiency for students scoring at level 4 or above as noted on the administration of the FCAT 2.0 Mathematics Test was .Number: Operations, Problems and Statistics (grade 3).
- Student data performance from the 2013 Florida Alternate Assessment (FAA) indicates that the percentage of students scoring at level 4 -6 is 20%. The goal for the 2014 FAA is for 22% of students to score at level 4 -6. The area of deficiency in students achieving levels 4 -6 as noted in the 2013 administration of the FAA Mathematics Test was the ability to solve problems involving geometric concepts. Students are in needs of practice in recognizing two and three dimensional shapes and their properties.
- Student data performance from the 2013 Florida Alternate Assessment (FAA) Mathematics Test indicates that the percentage of students scoring at level 7 or above is 57%. The goal for the 2014 FAA Math Test is for 58% of students to score at levels 7 -9. The area of deficiency in students achieving levels 7 or above as noted in the 2013 administration of the FAA Mathematics Test was the ability to solve problems involving geometric concepts. Students are in need of practice in recognizing two and three dimensional shapes and their properties.
- Student data performance from the 2013 FCAT 2.0 Mathematics Test indicates that learning gains in the area of mathematics is 66%. The goal for the 2014 FCAT 2.0 Mathematics Test is to increase learning gains to 69%. The area of deficiency as noted on the administration of the FCAT 2.0 Mathematics Test was Geometry and Measurement (grades 4 and 5). Targeted differentiated instruction in these areas is needed to increase learning gains in the area of mathematics at all grade levels.
- Student data performance from the 2013 FCAT 2.0 Mathematics Test indicates that learning gains for the lowest 25% the area of mathematics is 63%. The goal for the 2014 FCAT 2.0 Mathematics tests is to increase learning gains in the lowest 25% to 67%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test for students in the lowest 25% was Geometry and Measurement (grades 4 and 5). Targeted differentiated instruction and intervention in these areas is needed to increase learning gains in the area of mathematics at all grade levels for students in the lowest 25%.

- Student performance data from the 2013 FCAT 2.0 Mathematics Test indicates that the percentage of students scoring at level 3 is 32%. The goal for the 2014 FCAT 2.0 Mathematics Test is to increase the percentage of students scoring at level 3 to 34%. The area of deficiency as noted on the administration of the FCAT 2.0 Mathematics Test was Geometry and Measurement (grades 4 and 5).
- Student performance data from the 2013 FCAT 2.0 Mathematics Test indicates that the percentage of students scoring at level 4 and above is 41%. The goal for the 2014 FCAT 2.0 Mathematics Test is to increase the percentage of students scoring at level 4 or above to 42%. The area of deficiency for students scoring at level 4 or above as noted on the administration of the FCAT 2.0 Mathematics Test was Geometry and Measurement (grades 4 and 5).

Plan to Monitor Progress Toward the Goal

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

The MTSS/LLT Team and administrators will monitor progress toward meeting our goal.

Target Dates or Schedule:

Bi-Weekly

Evidence of Completion:

Formative Assessments - Go Math! assessments, District Baseline and Interim Assessments, teacher made tests, classwork, Successmaker reports, FASTT Math reports, Teach Town reports, IReady reports, teacher made checklists Summative Assessment: 2014 FCAT 2.0 Mathematics Test, 2014 FAA Mathematics Test

G4. Our goal for the 2013 -2014 school year is to increase scientific conceptual understanding and practices with mathematics integration through project based learning for all students.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Science series material kits
- GO Math! series math manipulative kits
- Science Fair project manuals

Targeted Barriers to Achieving the Goal

- The # of STEM related experiences provided for students was limited during the 2012-2013 school year. Students in grades K -5 lack opportunities to participate in hands-on learning activities that integrate science and math inquiry.
- The percent of participation in STEM related experiences provided for students was 88% during the 2012 -2013 school year. Students are in need of incentives and assistance in order to successfully participate in STEM related experiences during the 2012-2013 school year.

Plan to Monitor Progress Toward the Goal

Classroom visitations, review of science/math journals and review of Science Fair entries

Person or Persons Responsible

MTSS/LLT Team will monitor progress toward meeting our goal.

Target Dates or Schedule:

On-going

Evidence of Completion:

Completed individual Science Fair projects and classroom Science Fair projects

G5. On the 2013 FCAT 2.0 Science Test 53% of students scored proficiently. Our goal for the 2014 FCAT Science Test is for 57 % of students to score proficiently and for 85% of students taking the 2014 FAA Science Test to score at 4 or above.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Discovery Education
- Florida Coach Science Supplemental Series
- Gizmos
- Science series experiment kits for hands on activities
- District Science Pacing Guides
- Science intervention provided by science teachers to select students

Targeted Barriers to Achieving the Goal

- Performance data for the 2013 administration of the FCAT Science Test indicates that the percentage of students who scored at FCAT Level 3 decreased 5 percentage points to 31%. The area of deficiency as noted in the 2013 administration of the FCAT Science Test was Reporting Category Physical Science. Students lack opportunities to participate in hands-on science activities.
- Performance data for the 2013 administration of the FCAT Science Test indicates that the percentage of students who scored at FCAT Level 4 and above increased 9 percentage points to 22%. The area of deficiency as noted in the 2013 administration of the FCAT Science Test was Reporting Category Physical Science. Students need more opportunities to participate in inquiry based and independent investigations.
- Performance data for the 2013 FAA Science Test indicate that the percentage of students who scored Levels 4-6 was 17% and increase of 9 percentage points. The area of deficiency most noted was the ability to explore, observe and select an object or picture to respond to a question about the natural world.
- Performance data for the 2013 FAA Science Test indicate that the percentage of students who scored Levels 7 or higher was 67% and increase of 13 percentage points. The area of deficiency most noted was the ability to explore, observe and select an object or picture to respond to a question about the natural world.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The MTSS/LLT Team and administrators will monitor progress toward meeting our goal.

Target Dates or Schedule:

On-going

Evidence of Completion:

Formative: Classwork, Teacher made tests, District Interim Assessments, Gizmo reports and Science Coach assessments, teacher made checklists, student projects, Summative: 2014 FCAT Science Test, 2014 FAA Science Test

G6. Increase identification of and assistance provided to at-risk students through analysis of the early warning systems including students who miss 10% or more of instructional time, retained students, students who are not proficient in reading by grade 3.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Tangible reinforcers provided by PTA
- School Counselors
- Community Involvement Specialist
- Parent Resource Center
- SPOT Success Program
- Daily Attendance Roster
- Daily Excused Early Roster
- Daily Tardy Roster
- Electronic Grade book
- M-DCPS Elementary Code of Student Conduct
- Hialeah Gardens Elementary Attendance and Tardy Policy

Targeted Barriers to Achieving the Goal

- The percentage of all students who missed 10% or more of available instructional time during the 2013-2014 school year was 7%. Illnesses-excused absences continue to be a problematic area. This can in part be attributed to our school's large population of students with autism. Many of the students with autism have health related issues which cause them to be absent for doctors appointments and other medical related issues.
- The percentage of all students retained for the 2013-2014 school year is 3%. The goal for the 2013 -2014 school year is to decrease this amount to 2%. Students who are in danger of being retained are in need of remediation of basic academic skills and the skills needed to master grade level objectives.
- Student data performance from the 2013 FCAT indicates that 38% of 3 grade students are not proficient in reading. The goal for the 2013 -2014 school year is to decrease the amount to 34%. These students are in need of intense intervention to address reading deficiencies.
- The percentage of students with 2 or more behavior referrals was 12%. The goal for the 2013-2014 school year is to decrease this amount to 11%. The percentage of students who received one or more behavioral referrals that lead to suspension was 0%. Students school wide are in need of more recognition for positive behavior.

Plan to Monitor Progress Toward the Goal

Monitoring of the attendance, tardy and early dismissal bulletin daily, weekly and monthly to monitor attendance.

Person or Persons Responsible

Administrators

Target Dates or Schedule:

On-going

Evidence of Completion:

Attendance data reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2013 FCAT Reading Test 66% of all students in grades 3 -5 were proficient. Our goal for the 2014 FCAT is for 69% of all students to be proficient and 77% of students taking the 2014 FAA Reading Test to score at level 4 or above.

G1.B1 Student performance data from the 2013 FCAT indicates that the overall reading proficiency remained the same at 66%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application. Students are in need of improvement in identifying author's purpose, author's perspective, main idea (stated and implied) relevant details, conclusions and inferences and text structure.

G1.B1.S1 Provide students with specific remediation during guided reading instruction focused on reading application skills.

Action Step 1

Students will participate in small differentiated learning groups during the reading block that focuses on identifying author's purpose, author's perspective, main idea (stated and implied), relevant details, conclusions and inferences, and text structure.

Person or Persons Responsible

Teachers shall implement the identified strategies.

Target Dates or Schedule

On going

Evidence of Completion

Formative Asssesments: District Interim Assessments, Classwork, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly, unit and benchmark assessments, Successmaker reports, Reading Plus Reports Summative: 2014 FCAT 2.0 Reading Test

Facilitator:

Lead Reading Teacher

Participants:

Teachers will implement the identified strategies.

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

Weekly McGraw Hill Reading Tests

Person or Persons Responsible

The MTSS/LLT Team along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Bi - Weekly

Evidence of Completion

Formative Assessments: District Interim Assessments, Classwork, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly, unit and benchmark assessments, Successmaker reports, Reading Plus Reports Summative: 2014 FCAT 2.0 Reading Test

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The MTSS/LLT Team along with administrators will monitor the effectiveness of identified strategies.

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessment: District Interim Assessments, Classwork, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly, unit and benchmark assessments, Successmaker reports, Reading Plus Reports Summative: 2014 FCAT 2.0 Reading Test

G1.B2 Student performance data from the 2013 FCAT indicates that percentage of students scoring at level 3 remained the same at 29%. Our goal for the 2014 FCAT is for 33% of students to score at level 3. The area of deficiency for students scoring at level 3 as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application. Students are in need of improvement in identifying author's purpose, author's perspective, main idea (stated and implied) relevant details, conclusions and inferences and text structure.

G1.B2.S1 Provide students with opportunities to read in all content areas, with an emphasis on identifying the overall concept written in the text.

Action Step 1

Students should be provided opportunities to practice reading skills in all content area classes with an emphasis on comprehending high end complexity questions independently and proficiently, including quoting accurately from the text and drawing inferences from text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Asssesments: District Interim Assessments, Classwork, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly tests, unit and benchmark assessments, Successmaker reports, Reading Plus Reports Summative: 2014 FCAT 2.0 Reading Test

Facilitator:

Primary and intermediate lead reading teachers.

Participants:

Teachers

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

Weekly McGraw Hill Reading Tests

Person or Persons Responsible

MTSS/LLT Team along with administrators will monitor the implementation of the selected strategy for fidelity.

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Asssesments: District Interim Assessments, Classwork, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly tests, unit and benchmark assessments, Successmaker reports, Reading Plus Reports Summative: 2014 FCAT 2.0 Reading Test

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/LLT Team along with administrators will monitor the effectiveness of the selected strategy.

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: District Interim Assessments, Classwork, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly tests, unit and benchmark assessments, Successmaker reports, Reading Plus Reports Summative: 2014 FCAT 2.0 Reading Test

G1.B3 Student data performance from the 2013 FCAT indicates that the percentage of students scoring at level 4 or above decreased by 1 percentage point to 35%. Our goal for the 2014 FCAT is for 37% of students to score at level 4 or above. The area of deficiency for students scoring at level 4 or above as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application.

G1.B3.S1 Provide students enrichment activities that provide acquisition of higher order thinking skills and the ability to problem solve.

Action Step 1

During differentiated reading groups students will participate in activities that include referring to details, quoting information from the text, and identifying topics and themes within texts.

Person or Persons Responsible

Teachers shall implement the identified strategies.

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assesments: District Interim Assessments, Classwork, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly tests, unit and benchmark assessments, Successmaker reports, Reading Plus Reports Summative: 2014 FCAT 2.0 Reading Test

Facilitator:

Lead Intermediate Reading Teacher

Participants:

Teachers shall implement the identified strategies.

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

Weekly McGraw Hill Reading Tests

Person or Persons Responsible

MTSS/LLT Team and along with administrators will monitor the implementation of identified strategies for fidelity.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: District Interim Assessments, Classwork, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly tests, unit and benchmark assessments, Successmaker reports, Reading Plus Reports Summative: 2014 FCAT 2.0 Reading Test

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model, bi-weekly assessment data reports will be revised and instruction adjusted as needed.

Person or Persons Responsible

MTSS/LLT Team along with administrators will monitor the effectiveness of identified strategies.

Target Dates or Schedule

On-going

Evidence of Completion

Formative Asssesments: District Interim Assessments, Classwork, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly tests, unit and benchmark assessments, Successmaker reports, Reading Plus Reports Summative: 2014 FCAT 2.0 Reading Test

G1.B4 Student data performance from the 2013 Florida Alternate Assessment (FAA) indicates that the percentage of students scoring at level 4 -6 remained the same at 15%. Our goal for the 2014 FAA is for 16% of students to score at level 4 -6. The area of deficiency in students achieving levels 4 -6 as noted in the 2013 administration of the FAA Reading Test was the ability to identify characters, settings, actions, and events in read-aloud fiction and non-fiction.

G1.B4.S1 Provide students with opportunities to listen to multiple reads of a selection and use picture walks to assist them in answering main idea and supporting detail questions. The students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA) that are text dependent.

Action Step 1

Teachers of students taking the FAA shall provide continuous review/practice in listening to multiple reads of a selection and use picture walks to assist students in answering main idea and supporting detail questions.

Person or Persons Responsible

Teachers of students taking the FAA

Target Dates or Schedule

On-Going

Evidence of Completion

Formative: Mini-assessments, Student work samples, teacher made checklists, IReady data reports, Teach Town data reports Summative: 2014 Florida Alternate Assessment

Facilitator:

Program Specialist

Participants:

Teachers of students taking the FAA

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

MTSS/LLT Team along with administrators will monitor the implementation of selected strategy.

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative: Mini-assessments, Student work samples, teacher made checklists, IReady data reports, Teach Town data reports Summative: 2014 Florida Alternate Assessment

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

MTSS/LLT Team along with administrators will monitor the effectiveness of the selected strategy.

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative: Mini-assessments, Student work samples, teacher made checklists, IReady data reports, Teach Town data reports Summative: 2014 Florida Alternate Assessment

G1.B5 Student data performance from the 2013 Florida Alternate Assessment (FAA) indicates that the percentage of students scoring at level 7 or higher decreased by 3 percentage points to 60%. Our goal for the 2014 FAA is for 61% of students to score at level 7 or higher. The area of deficiency in students achieving levels 7 or higher proficiency as noted in the 2012 administration of the FAA Reading Test was the ability to use explicit information from read aloud fiction and nonfiction texts to answer question related main idea and supporting details.

G1.B5.S1 Students will be taught at high interest, low readability levels that do not cause frustration and provided continuous review and practice when learning reading concepts. The students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA).

Action Step 1

Teachers will work with students in very small groups and guide students in reading fiction, non fiction and informational texts in order to identify the differences and answer comprehension questions.

Person or Persons Responsible

Teachers of students who take the FAA

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Mini-assessments, Student work samples, teacher made checklists, IReady data reports, Teach Town Data reports Summative: 2014 Florida Alternate Assessment

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team along with administrators will monitor the implementation of selected strategy.

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative: Mini-assessments, Student work samples, teacher made checklists, IReady data reports, Teach Town Data reports Summative: 2014 Florida Alternate Assessment

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team along with administrators will monitor effectiveness of the selected strategy

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative: Mini-assessments, Student work samples, teacher made checklists, IReady data reports, Teach Town data reports Summative: 2014 Florida Alternate Assessment

G1.B6 Student data performance from the 2013 FCAT indicates that learning gains in the area of reading decreased by 4 percentage points to 71%. Our goal is for 74% of students to make learning gains on the 2014 FCAT. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application.

G1.B6.S1 Utilize classroom and assessment data to group students and provide differentiated instruction.

Action Step 1

Students should practice identifying main idea, text features, word meanings in a variety of texts and text structures such as cause/effect and compare/contrast.

Person or Persons Responsible

Teachers will implement the identified strategy.

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assesments: District Interim Assessments, Classwork, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly, unit and benchmark assessments, Successmaker reports, Reading Plus Reports Summative: 2014 FCAT 2.0 Reading Test

Facilitator:

Lead Intermediate Reading Teacher

Participants:

Teachers will implement the identified strategy.

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

Weekly McGraw Hill Reading Tests

Person or Persons Responsible

The MTSS/Rtl team along with administrators will monitor the implementation of the identified strategies for fidelity.

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assesments: District Interim Assessments, Classwork, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly, unit and benchmark assessments, Successmaker reports, Reading Plus Reports Summative: 2014 FCAT 2.0 Reading Test

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team along with administrators will monitor the effectiveness of the identified strategies.

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative: Student work, site generated assessments including McGraw Hill Reading Wonders weekly, unit and benchmark assessments, Successmaker data, Reading Plus data Summative: 2014 FCAT Reading 2.0 Test

G1.B7 Student data performance from the 2013 FCAT indicates that learning gains for the lowest 25% in reading increased by 2 percentage points to 75%. Our goal is for 78% of students in the lowest 25% to make learning gains on the 2014 FCAT. The area of weakness for students in the lowest 25% as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 1 Vocabulary

G1.B7.S1 Target students that are in the lowest 25% in 3rd, 4th and 5th grade. Implement pull-out intervention using Wonder Works, led by an interventionist.

Action Step 1

Targeted intervention using Wonder Works that provides increased opportunities for vocabulary instruction.

Person or Persons Responsible

Interventionists

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments: Voyager OPM, McGraw Hill Wonders Reading weekly tests, unit and benchmark assessments, Teacher made tests and quizzes, classwork, Successmaker reports, Reading Plus reports Summative: 2014 FCAT 2.0 Reading Test

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/LLT team along with administrators will monitor the implementation of the selected strategy to ensure fidelity.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Voyager OPM, McGraw Hill Wonders Reading weekly tests, unit and benchmark assessments, Teacher made tests and quizzes, classwork, Successmaker reports, Reading Plus reports Summative: 2014 FCAT 2.0 Reading Test

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/LLT team along with administrators will monitor the effectiveness of selected strategy.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Voyager OPM, McGraw Hill Wonders Reading weekly tests, unit and benchmark assessments, Teacher made tests and quizzes, classwork, Successmaker reports, Reading Plus reports Summative: 2014 FCAT 2.0 Reading Test

G1.B8 As noted on the 2013 CELLA administration, the percentage of ELL students who are proficient in Listening/Speaking increased 10 percentage points to 54%. Our goal is for 59% of ELL students to be proficient on the 2014 CELLA. Students lack the knowledge of both active and passive vocabulary.

G1.B8.S1 Students will be provided additional opportunities to participate in oral language activities.

Action Step 1

Teachers will provide on going opportunities for students to develop their knowledge of vocabulary through oral language activities such as think-pair share, discussions, picture games and read alouds.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative Asssesments: District Interim Assessments, Classwork, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly, unit and benchmark assessments, Successmaker reports, Reading Plus Reports Summative: 2014 FCAT 2.0 Reading Test, 2014 CELLA

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

Weekly McGraw Hill Reading Tests

Person or Persons Responsible

MTSS/LLT Team along with administrators will monitor the implementation of the selected strategy for fidelity.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Asssesments: District Interim Assessments, Classwork, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly, unit and benchmark assessments, Successmaker reports, Reading Plus Reports Summative: 2014 FCAT 2.0 Reading Test, 2014 CELLA

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/LLT Team along with administrators will monitor the effectiveness of the selected strategy.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Asssesments: District Interim Assessments, Classwork, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly, unit and benchmark assessments, Successmaker reports, Reading Plus Reports Summative: 2014 FCAT 2.0 Reading Test, 2014 CELLA

G1.B9 As noted on the 2013 CELLA administration, the percentage of ELL students who are proficient in Reading increased 1 percentage point to 37%. Our goal is for 43% of ELL students to be proficient on the 2014 CELLA. Students lack the ability to determine the meanings of unfamiliar words in reading.

G1.B9.S1 Students will be given increased opportunities to participate in systematic reading instruction.

Action Step 1

Teachers will provide opportunities for students to use word banks, vocabulary notebooks, Venn diagrams and graphic organizers to develop the ability to determine the meaning of unfamiliar words in reading. Students will participate in reading activities such as journaling, read aloud, picture games, use of task cards, choral reading, and storytelling.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative Asssesments: District Interim Assessments, Classwork, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly, unit and benchmark assessments, Successmaker reports, Reading Plus Reports Summative: 2014 FCAT 2.0 Reading Test, 2014 CELLA

Facilitator:

ELL Department Chairperson

Participants:

Teachers

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

Weekly McGraw Hill Reading Tests

Person or Persons Responsible

MTSS/RtI team along with administrators will monitor the implementation of the selected strategy to ensure fidelity.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Asssesments: District Interim Assessments, Classwork, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly, unit and benchmark assessments, Successmaker reports, Reading Plus Reports Summative: 2014 FCAT 2.0 Reading Test, 2014 CELLA

Plan to Monitor Effectiveness of G1.B9.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team along with administrators will monitor the effectiveness of the selected strategy.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Asssesments: District Interim Assessments, Classwork, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly, unit and benchmark assessments, Successmaker reports, Reading Plus Reports Summative: 2014 FCAT 2.0 Reading Test, 2014 CELLA

G1.B10 As noted on the 2013 CELLA administration, the percentage of ELL students who are proficient in Writing increased 4 percentage points to 32%. Our goal is for 39% of ELL students to be proficient on the 2014 CELLA. Students lack the ability to organize information into a logical sequence.

G1.B10.S1 Students will be provided increased opportunities to participate in evidence based writing instruction.

Action Step 1

Teachers will provide opportunities for students to use word banks, vocabulary notebooks, Venn diagrams and graphic organizers to develop ideas for writing and organizing information into a logical sequence. Students will participate in writing activities such as journaling, developing a writers' notebook, using graphic organizers and KWL chart

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments: District Interim Assessments, Classwork, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly, unit and benchmark assessments, Successmaker reports, Reading Plus Reports Summative: 2014 FCAT 2.0 Reading Test, 2014 CELLA

Facilitator:

ELL Department Chairperson

Participants:

Teachers

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

Weekly writing activities

Person or Persons Responsible

MTSS/RtI Team along with administrators will monitor the implementation of the selected strategy to ensure fidelity.

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: District Interim Assessments, Classwork, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly, unit and benchmark assessments, Successmaker reports, Reading Plus Reports Summative: 2014 FCAT 2.0 Reading Test, 2014 CELLA

Plan to Monitor Effectiveness of G1.B10.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team along with administrators will monitor the effectiveness of the selected strategy.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Asssesments: District Interim Assessments, Classwork, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly, unit and benchmark assessments, Successmaker reports, Reading Plus Reports Summative: 2014 FCAT 2.0 Reading Test, 2014 CELLA

G1.B11 Student data performance from the 2013 FCAT indicates that the SWD and ED subgroup did not make their AMO for 2013. The goal for 2014 is to increase the SWD subgroup proficiency from 52% to 62% and to increase the ED subgroup proficiency from 63% to 69%. The area of deficiency for both of these subgroups as noted on the 2013 FCAT 2.0 administration was Reporting Category 2 Reading Application. Students are in need of improvement in identifying author's purpose, author's perspective, main idea (stated and implied) relevant details, conclusions and inferences and text structure.

G1.B11.S1 Teachers will provide differentiated instruction in small groups to SWD and ED utilizing CRISS strategies.

Action Step 1

Differentiated instruction will be provided during the reading instructional block that focuses on identifying author's purpose, author's perspective, main idea (stated and implied) relevant details, conclusions and inferences and text structure through the use of CRISS strategies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative Asssesments: District Interim Assessments, Class work, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly, unit and benchmark assessments, Successmaker reports, Reading Plus Reports Summative: 2014 FCAT 2.0 Reading Test

Facilitator:

Lead Intermediate Reading Teacher

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B11.S1

Weekly McGraw Hill Reading Tests

Person or Persons Responsible

MTSS/LLT Team along with administrators will monitor the implementation of the selected strategy for fidelity.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Asssesments: District Interim Assessments, Class work, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly, unit and benchmark assessments, Successmaker reports, Reading Plus Reports Summative: 2014 FCAT 2.0 Reading Test

Plan to Monitor Effectiveness of G1.B11.S1

Following the FCIM model, bi weekly data reports will be reviewed and instruction/intervention adjusted as needed.

Person or Persons Responsible

MTSS/LLT Team along with administrators will monitor the effectiveness of the selected strategy.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Asssesments: District Interim Assessments, Class work, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly, unit and benchmark assessments, Successmaker reports, Reading Plus Reports Summative: 2014 FCAT 2.0 Reading Test

G2. On the 2013 FCAT Writing Test 75% of students scored at level 3.5 or above. Our goal for the 2014 FCAT Writing Test is for 78% of students to score at level 3.5 or above.

G2.B1 Performance data for the 2013 administration of the FCAT Writing 2.0 Test, indicates that fourth graders scoring at 3.5 or above demonstrated difficulty in narrative writing.

G2.B1.S1 Students will be produce writing pieces by participating in the writing process.

Action Step 1

Students will participate in the writing process on a daily basis through mentor text, explicit instruction and independent practice that focuses on the producing a final written product for an intended audience.

Person or Persons Responsible

Teachers shall implement the identified strategy.

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Student writing portfolios, scores on monthly writing assessments, District Writing Assessment Summative: 2014 FCAT Writing Test

Facilitator:

Lead Intermediate Reading Teacher

Participants:

Teachers will implement the identified strategy.

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

Monthly writing prompt responses

Person or Persons Responsible

MTSS/LLT Team along with administrators will monitor the fidelity of the identified strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Student writing portfolios, scores on monthly writing assessments, District Writing Assessment Summative: 2014 FCAT Writing Test

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, monthly assessment reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The MTSS/LLT Team along with administrators will monitor the effectiveness of identified strategies.

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: monthly writing prompts and student portfolios Summative: 2014 FCAT Writing Test

G2.B2 As noted on the administration of the 2013 FAA Writing Test, the number of students scoring at levels 4 or higher decreased 9 percentage points to 58%. The goal for the 2014 FAA Writing Test is for 62% of students to score level 4 or higher. The area of deficiency most noted ability to communicate information that tells about familiar objects, persons and activities due to a difficulties in expressive and receptive communication.

G2.B2.S1 Students will be provided opportunities to dictate written responses, use picture cards to create sentences and paragraphs and develop creative skills through journaling and letter writing. The students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA).

Action Step 1

Teachers will provide continuous repetition and practice for students using graphic organizers, dictating written responses, journaling, creating sentences and letter writing.

Person or Persons Responsible

Teachers of students who take the FAA

Target Dates or Schedule

On-going

Evidence of Completion

Formative: class work, student projects, teacher made checklists, mini-assessments Summative: 2014 FAA

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

Monthly writing prompt/assignments

Person or Persons Responsible

MTSS/LLT Team along with administrators will monitor the implementation of the selected strategy.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: class work, student projects, teacher made checklists, mini-assessments Summative: 2014 FAA

Plan to Monitor Effectiveness of G2.B2.S1

Following the FCIM model, bi-weekly data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/LLT Team along with administrators will monitor the effectiveness of the selected strategy.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: class work, student projects, teacher made checklists, mini-assessments Summative: 2014 FAA

G3. On the 2013 FCAT Math Test 75% of students scored at proficiency. Our goal for the 2014 FCAT Math Test is to maintain 75% of students scoring at proficiency.

G3.B1 Student performance data from the 2013 FCAT 2.0 Mathematics Test indicates that the percentage of students scoring at level 3 is 32%. The goal for the 2014 FCAT 2.0 Mathematics Test is to increase the percentage of students scoring at level 3 to 34%. The area of deficiency for students scoring at level 3 as noted on the administration of the FCAT 2.0 Mathematics Test was Number: Operations, Problems and Statistics (grade 3).

G3.B1.S1 Provide for students opportunities to participate in mathematical exploration and the development of understanding of number and operations through the use of manipulatives and practice.

Action Step 1

Students will participate in differentiated instruction groups that focus on analyzing graphs, applying inverse property to solve real-world problems and finding one or more missing elements in a pattern.

Person or Persons Responsible

Teachers shall implement the identified strategy.

Target Dates or Schedule

On going

Evidence of Completion

Formative Assessments - Go Math! assessments District Baseline and Interim Assessments, teacher made tests, classwork, Successmaker reports, FASTT Math reports Summative Assessment: 2014 FCAT 2.0 Mathematics Test

Facilitator:

Lead Math Teacher

Participants:

Teachers will implement the identified strategy.

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

Weekly Go Math! assessments and teacher made tests

Person or Persons Responsible

The MTSS/LLT Team and administrators will monitor the implementation of the identified strategy.

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments - Go Math! assessments District Baseline and Interim Assessments, teacher made tests, classwork, Successmaker reports, FASTT Math reports Summative Assessment: 2014 FCAT 2.0 Mathematics Test

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The MTSS/LLT Team along with administrators will monitor the effectiveness of the identified strategy.

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments - Go Math! assessments District Baseline and Interim Assessments, teacher made tests, classwork, Successmaker reports, FASTT Math reports Summative Assessment: 2014 FCAT 2.0 Mathematics Test

G3.B2 Student performance data from the 2013 FCAT 2.0 Mathematics Test indicates that the percentage of students scoring at level 4 and above is 41%. The goal for the 2014 FCAT 2.0 Mathematics Test is to increase the percentage of students scoring at level 4 or above to 42%. The area of deficiency for students scoring at level 4 or above as noted on the administration of the FCAT 2.0 Mathematics Test was .Number: Operations, Problems and Statistics (grade 3).

G3.B2.S1 Provide for students enrichment activities that focus of problem solving skills through the use of manipulatives and engaging opportunities to practice.

Action Step 1

Students will be provided enrichment opportunities to describe and apply the inverse property to solve real-world problems, describing the rule for a patterns and constructing and analyzing graphs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments - Go Math! assessments District Baseline and Interim Assessments, teacher made tests, classwork, Successmaker reports, FASTT Math reports Summative Assessment: 2014 FCAT 2.0 Mathematics Test

Facilitator:

Lead Math Teacher

Participants:

Teachers

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

Weekly Go Math! assessments and teacher made tests

Person or Persons Responsible

MTSS/LLT Team along with administrators will monitor the implementation of the selected strategy for fidelity.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments - Go Math! assessments District Baseline and Interim Assessments, teacher made tests, classwork, Successmaker reports, FASTT Math reports Summative Assessment: 2014 FCAT 2.0 Mathematics Test

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM model, bi weekly data reports will be reviewed and instruction/intervention adjusted as needed.

Person or Persons Responsible

MTSS/LLT Team along with administrators will monitor the effectiveness of selected strategy

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments - Go Math! Assessments, District Baseline and Interim Assessments, teacher made tests, classwork, Successmaker reports, FASTT Math reports Summative Assessment: 2014 FCAT 2.0 Mathematics Test

G3.B3 Student data performance from the 2013 Florida Alternate Assessment (FAA) indicates that the percentage of students scoring at level 4 -6 is 20%. The goal for the 2014 FAA is for 22% of students to score at level 4 -6. The area of deficiency in students achieving levels 4 -6 as noted in the 2013 administration of the FAA Mathematics Test was the ability to solve problems involving geometric concepts. Students are in needs of practice in recognizing two and three dimensional shapes and their properties.

G3.B3.S1 Students will be provided opportunities to learn geometric concepts using manipulatives, visuals, number lines and other hands on activities through the implementation of the Unique Learning Curriculum.

Action Step 1

Teachers will provide students opportunities to learning concepts using manipulatives, visuals, number lines and other hands on activities as well as continuous review of learning math concepts. The students will be provided with visual choices as presented in the Florida Alternate Assessment.

Person or Persons Responsible

Teachers of students taking the FAA

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Mini-assessments, student work samples, teacher made checklists, I Ready data reports, Teach Town data reports Summative: 2014 Florida Alternate Assessment Mathematics Test

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

Classwork, teacher made tests.

Person or Persons Responsible

MTSS/LLT Team will monitor implementation of selected strategy for fidelity.

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Formative: Mini-assessments, student work samples, teacher made checklists, I Ready data reports, Teach Town data reports Summative: 2014 Florida Alternate Assessment Mathematics Test

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM model, bi weekly data reports will be reviewed and instruction/intervention adjusted as needed.

Person or Persons Responsible

MTSS/LLT Team along with administrators will monitor the effectiveness of selected strategy.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: Mini-assessments, student work samples, teacher made checklists, I Ready data reports, Teach Town data reports Summative: 2014 Florida Alternate Assessment Mathematics Test

G3.B4 Student data performance from the 2013 Florida Alternate Assessment (FAA) Mathematics Test indicates that the percentage of students scoring at level 7 or above is 57%. The goal for the 2014 FAA Math Test is for 58% of students to score at levels 7 -9. The area of deficiency in students achieving levels 7 or above as noted in the 2013 administration of the FAA Mathematics Test was the ability to solve problems involving geometric concepts. Students are in need of practice in recognizing two and three dimensional shapes and their properties.

G3.B4.S1 Students will be provided opportunities to learn geometric concepts using manipulatives, visuals, number lines and other hands on activities through the implementation of the Unique Learning Curriculum.

Action Step 1

Teachers will provide for students opportunities to learn geometric concepts using manipulatives, visuals, number lines and other hands on activities along with review for long term math concepts and continuous repetition and practice. The students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA).

Person or Persons Responsible

Teachers of students who take the FAA

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Mini-assessments, student work samples, teacher made checklists, I Ready data reports, Teach Town data reports Summative: 2014 Florida Alternate Assessment Mathematics Test

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

Classwork, teacher made tests

Person or Persons Responsible

MTSS/LLT Team along with administrators will monitor the implementation of the strategy for fidelity.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: Mini-assessments, student work samples, teacher made checklists, I Ready data reports, Teach Town data reports Summative: 2014 Florida Alternate Assessment Mathematics Test

Plan to Monitor Effectiveness of G3.B4.S1

Following the FCIM model, bi weekly data reports will be reviewed and instruction/intervention adjusted as needed.

Person or Persons Responsible

MTSS/LLT Team will monitor the effectiveness of the selected strategy.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: Mini-assessments, student work samples, teacher made checklists, I Ready data reports, Teach Town data reports Summative: 2014 Florida Alternate Assessment Mathematics Test

G3.B5 Student data performance from the 2013 FCAT 2.0 Mathematics Test indicates that learning gains in the area of mathematics is 66%. The goal for the 2014 FCAT 2.0 Mathematics Test is to increase learning gains to 69%. The area of deficiency as noted on the administration of the FCAT 2.0 Mathematics Test was Geometry and Measurement (grades 4 and 5). Targeted differentiated instruction in these areas is needed to increase learning gains in the area of mathematics at all grade levels.

G3.B5.S1 Provide for students, specifically those identified as needing additional assistance, instruction during the mathematics block that focuses on mathematical fluency and problem solving skills in the area of Geometry and Measurement.

Action Step 1

Teachers will provide differentiated instruction during the mathematics block for students needing additional assistance that provide grade level appropriate activities that develop an understanding of geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, two and three dimensional objects.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments - Go Math! Assessments, District Baseline and Interim Assessments, teacher made tests, classwork, Successmaker reports, FASTT Math reports Summative Assessment: 2014 FCAT 2.0 Mathematics Test

Facilitator:

Lead Math Teacher

Participants:

Teachers

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

Weekly Go Math! assessments, Teacher Made tests

Person or Persons Responsible

MTSS/LLT Team along with administrators will monitor the implementation of the selected strategy for fidelity.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments - Go Math! Assessments , District Baseline and Interim Assessments, teacher made tests, classwork, Successmaker reports, FASTT Math reports Summative Assessment: 2014 FCAT 2.0 Mathematics Test

Plan to Monitor Effectiveness of G3.B5.S1

Following the FCIM model, bi weekly data reports will be reviewed and instruction/intervention adjusted as needed.

Person or Persons Responsible

MTSS/LLT Team along with administrators will monitor the effectiveness of the selected strategy

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work, teacher made tests/quizzes, Go Math! assessments, District Baseline and Interim assessments, Successmaker reports, FASTT Math reports Formative Assessments - Go Math! Assessments , District Baseline and Interim Assessments, teacher made tests, classwork, Successmaker reports, FASTT Math reports

G3.B5.S2 Provide intense instruction through Saturday Academy in the area of mathematical fluency and problem solving skills for identified students in 4th and 5th grade that showed a decrease in proficiency level from the Fall Math Interim Assessment to the Winter Math Interim Assessment.

Action Step 1

Teachers will provide specific instruction and activities during Saturday Academy for identified students to develop an understanding of geometric knowledge and spatial reasoning.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Saturday Academy 9:00 -12:00 p.m. through April 19, 2014.

Evidence of Completion

Formative Assessments - teacher made tests, classwork Summative Assessment: 2014 FCAT 2.0 Mathematics Test

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

Teacher made tests

Person or Persons Responsible

MTSS Team along with administrators will monitor the implementation of the selected strategy for fidelity.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: teacher made tests, classwork Summative Assessment: 2014 FCAT 2.0 Mathematics Test

Plan to Monitor Effectiveness of G3.B5.S2

Following the FCIM model, bi-weekly data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/LLT along with administrators will monitor the effectiveness of the selected strategy.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Student work, teacher made tests Summative Assessment: 2014 FCAT 2.0 Mathematics Test

G3.B6 Student data performance from the 2013 FCAT 2.0 Mathematics Test indicates that learning gains for the lowest 25% the area of mathematics is 63%. The goal for the 2014 FCAT 2.0 Mathematics tests is to increase learning gains in the lowest 25% to 67%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test for students in the lowest 25% was Geometry and Measurement (grades 4 and 5). Targeted differentiated instruction and intervention in these areas is needed to increase learning gains in the area of mathematics at all grade levels for students in the lowest 25%.

G3.B6.S1 Intervention , beyond the 60 minute math instructional block, will be provided to students in the lowest 25% in mathematics that focuses on remediation of needed skills through the use of Houghton Mifflin Go Math! Reteaching lessons.

Action Step 1

Using Go Math! Reteaching lessons students will participate in math intervention sessions that focus on areas in need of remediation and support.

Person or Persons Responsible

Interventionists will provide targeted intervention for selected students.

Target Dates or Schedule

On-going

Evidence of Completion

Student work, teacher made tests/quizzes, Go Math! assessments, District Baseline and Interim assessments, Successmaker reports, FASTT Math reports Formative Assessments - Go Math! Assessments, District Baseline and Interim Assessments, teacher made tests, classwork, Successmaker reports, FASTT Math reports

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

Weekly Go Math! Assessments, classwork and teacher made tests

Person or Persons Responsible

MTSS/LLT Team along with administrators will monitor the implementation of the selected strategy for fidelity.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work, teacher made tests/quizzes, Go Math! assessments, District Baseline and Interim assessments, Successmaker reports, FASTT Math reports Formative Assessments - Go Math! Assessments , District Baseline and Interim Assessments, teacher made tests, classwork, Successmaker reports, FASTT Math reports

Plan to Monitor Effectiveness of G3.B6.S1

Following the FCIM model, bi weekly data reports will be reviewed and instruction/intervention adjusted as needed.

Person or Persons Responsible

MTSS/LLT Team along with administrators will monitor the effectiveness of the selected strategy.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments - Go Math! Assessments , District Baseline and Interim Assessments, teacher made tests, classwork, Successmaker reports, FASTT Math reports Summative Assessment: 2014 FCAT 2.0 Mathematics Test

Plan to Monitor Fidelity of Implementation of G3.B6.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B6.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B7 Student performance data from the 2013 FCAT 2.0 Mathematics Test indicates that the percentage of students scoring at level 3 is 32%. The goal for the 2014 FCAT 2.0 Mathematics Test is to increase the percentage of students scoring at level 3 to 34%. The area of deficiency as noted on the administration of the FCAT 2.0 Mathematics Test was Geometry and Measurement (grades 4 and 5).

G3.B7.S1 Students will be provided opportunities to problem solve in the areas of determining area, identifying angles and transformations, measurement conversions, and coordinate plane.

Action Step 1

Students will participate in on going differentiated instruction that focuses on grade level appropriate activities that promote the use of geometric knowledge and spatial reasoning, classification of angles, and building of three and two dimensional representations.

Person or Persons Responsible

Teachers will implement the identified strategy.

Target Dates or Schedule

On going

Evidence of Completion

Formative Assessments - Go Math! assessments, District Baseline and Interim Assessments, teacher made tests, classwork, Successmaker Reports, FASTT Math reports Summative Assessment: 2014 FCAT 2.0 Mathematics Test

Plan to Monitor Fidelity of Implementation of G3.B7.S1

Weekly Go Math! assessments, teacher made tests

Person or Persons Responsible

The MTSS/LLT Team along with administrators will monitor the fidelity of identified strategies.

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments - Go Math! assessments, District Baseline and Interim Assessments, teacher made tests, classwork, Successmaker Reports, FASTT Math reports Summative Assessment: 2014 FCAT 2.0 Mathematics Test

Plan to Monitor Effectiveness of G3.B7.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The MTSS/LLT Team along with administrators will monitor the effectiveness of the identified strategies.

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments - Go Math! assessments, District Baseline and Interim Assessments, teacher made tests, classwork, Successmaker Reports, FASTT Math reports Summative Assessment: 2014 FCAT 2.0 Mathematics Test

G3.B8 Student performance data from the 2013 FCAT 2.0 Mathematics Test indicates that the percentage of students scoring at level 4 and above is 41%. The goal for the 2014 FCAT 2.0 Mathematics Test is to increase the percentage of students scoring at level 4 or above to 42%. The area of deficiency for students scoring at level 4 or above as noted on the administration of the FCAT 2.0 Mathematics Test was Geometry and Measurement (grades 4 and 5).

G3.B8.S1 Students will be provided opportunities to solve problems based on geometric properties , perform multi-step conversions to solve problems, identify and classify angles.

Action Step 1

Students will participate in differentiated instruction that focuses on grade level appropriate activities that promote the use of geometric knowledge, spatial reasoning, classification of angles and building of three and two dimensional representations.

Person or Persons Responsible

Teachers will implement the identified strategy

Target Dates or Schedule

On-Going

Evidence of Completion

Formative Assessments - Go Math! assessments, District Baseline and Interim Assessments, teacher made tests, classwork, Successmaker Reports, FASTT Math reports Summative Assessment: 2014 FCAT 2.0 Mathematics Test

Plan to Monitor Fidelity of Implementation of G3.B8.S1

Weekly Go Math! assessments, teacher made tests

Person or Persons Responsible

The MTSS/LLT Team along with administrators will monitor the fidelity of identified strategies.

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments - Go Math! assessments, District Baseline and Interim Assessments, teacher made tests, classwork, Successmaker Reports, FASTT Math reports Summative Assessment: 2014 FCAT 2.0 Mathematics Test

Plan to Monitor Effectiveness of G3.B8.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The MTSS/LLT Team along with administrators will monitor the effectiveness of the identified strategies.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments - Go Math! assessments, District Baseline and Interim Assessments, teacher made tests, classwork, Successmaker Reports, FASTT Math reports Summative Assessment: 2014 FCAT 2.0 Mathematics Test

G4. Our goal for the 2013 -2014 school year is to increase scientific conceptual understanding and practices with mathematics integration through project based learning for all students.

G4.B1 The # of STEM related experiences provided for students was limited during the 2012-2013 school year. Students in grades K -5 lack opportunities to participate in hands-on learning activities that integrate science and math inquiry.

G4.B1.S1 Students will be provided opportunities to design and develop science and engineering projects to increase scientific thinking by participating in the District's Elementary Science Fair.

Action Step 1

Teachers shall provide students the opportunity to participate in the District's Elementary Science Fair by conducting hands-on lessons and labs that teach the scientific process.

Person or Persons Responsible

Teachers will implemented the identified strategy.

Target Dates or Schedule

On-going

Evidence of Completion

Completed individual Science Fair projects and classroom Science Fair projects.

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

Classroom visitation, review of science/math journals and review of Science Fair entries

Person or Persons Responsible

MTSS/LLT Team and administrators will monitor the implementation of identified strategy.

Target Dates or Schedule

On-going

Evidence of Completion

Completed individual Science Fair projects and classroom Science Fair projects.

Plan to Monitor Effectiveness of G4.B1.S1

Classroom visitation, review of science/math journals and review of Science Fair entries

Person or Persons Responsible

MTSS/LLT Team and administrators will monitor the effectiveness of identified strategy.

Target Dates or Schedule

On-going

Evidence of Completion

Completed individual Science Fair projects and classroom Science Fair projects

G4.B2 The percent of participation in STEM related experiences provided for students was 88% during the 2012 -2013 school year. Students are in need of incentives and assistance in order to successfully participate in STEM related experiences during the 2012-2013 school year.

G4.B2.S1 Science teachers at all grade levels shall provide specific instructions for students so that they can successfully participate in the Elementary Science Fair.

Action Step 1

Teachers shall work closely with students to provide specific directions on each portion of the Science Fair project by providing specific concrete examples detailed directions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Completed individual Science Fair projects and classroom Science Fair projects.

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

Classroom visitation, review of science/math journals and review of Science Fair entries

Person or Persons Responsible

MTSS/LLT Team and administrators will monitor the implementation of identified strategy.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Completed individual Science Fair projects and classroom Science Fair projects.

Plan to Monitor Effectiveness of G4.B2.S1

Classroom visitation, review of science/math journals and review of Science Fair entries

Person or Persons Responsible

MTSS/LLT Team and administrators will monitor the effectiveness of identified strategy.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Completed individual Science Fair projects and classroom Science Fair projects.

G5. On the 2013 FCAT 2.0 Science Test 53% of students scored proficiently. Our goal for the 2014 FCAT Science Test is for 57 % of students to score proficiently and for 85% of students taking the 2014 FAA Science Test to score at 4 or above.

G5.B1 Performance data for the 2013 administration of the FCAT Science Test indicates that the percentage of students who scored at FCAT Level 3 decreased 5 percentage points to 31%. The area of deficiency as noted in the 2013 administration of the FCAT Science Test was Reporting Category Physical Science. Students lack opportunities to participate in hands-on science activities.

G5.B1.S1 Students will be provided opportunities to participate in inquiry based and independent investigations utilizing the use of MIMIOs that focus on identifying basic forms of energy, identifying familiar forces, tracing the conversion of electric energy into other forms of energy and distinguishing the relationships among mass, force and motion.

Action Step 1

Students will participate in small learning groups that focus on on identifying basic forms of energy, identifying familiar forces, tracing the conversion of electric energy into other forms of energy and distinguishing the relationships among mass, force and motion through hands-on activities and the use of classroom mimios.

Person or Persons Responsible

Teachers shall implement the identified strategy.

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Classwork, Teacher made tests, District Interim Assessments, Gizmo reports and Science Coach assessments. Summative: 2014 FCAT Science Test

Facilitator:

Lead Math/Science Teacher

Participants:

Teachers will implement the identified strategy.

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

Following the FCIM model, weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The MTSS/LLT Team and administrators will monitor the implementation of the identified strategy.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: Classwork, Teacher made tests, District Interim Assessments, Gizmo reports and Science Coach assessments. Summative: 2014 FCAT Science Test

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM model, weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The MTSS/LLT Team and administrators will monitor the effectiveness of the identified strategy.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: Classwork, Teacher made tests, District Interim Assessments, Gizmo reports and Science Coach assessments. Summative: 2014 FCAT Science Test

G5.B2 Performance data for the 2013 administration of the FCAT Science Test indicates that the percentage of students who scored at FCAT Level 4 and above increased 9 percentage points to 22%. The area of deficiency as noted in the 2013 administration of the FCAT Science Test was Reporting Category Physical Science. Students need more opportunities to participate in inquiry based and independent investigations.

G5.B2.S1 Students will be provided opportunities to participate in inquiry based and independent investigations utilizing the use of MIMIOs and participation in the Elementary Science Fair.

Action Step 1

Students should participate in inquiry based and independent investigations utilizing the MIMIO system and by participating in the Science Fair. Teachers should emphasize instruction that helps students develop inquiry and investigation skills needed to complete science experiments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Classwork, Teacher made tests, District Interim Assessments, Gizmo reports and Science Coach assessments. Summative: 2014 FCAT Science Test

Facilitator:

Lead Math and Science Teacher

Participants:

Teachers

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

Following the FCIM model, weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/LLT Team along with administrators will monitor the implementation of the selected strategy to ensure fidelity.

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative: Classwork, Teacher made tests, District Interim Assessments, Gizmo reports and Science Coach assessments. Summative: 2014 FCAT Science Test

Plan to Monitor Effectiveness of G5.B2.S1

Following the FCIM model, weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/LLT Team along with administrators will monitor the effectiveness of the selected strategy.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: Classwork, Teacher made tests, District Interim Assessments, Gizmo reports and Science Coach assessments. Summative: 2014 FCAT Science Test

G5.B3 Performance data for the 2013 FAA Science Test indicate that the percentage of students who scored Levels 4-6 was 17% and increase of 9 percentage points. The area of deficiency most noted was the ability to explore, observe and select an object or picture to respond to a question about the natural world.

G5.B3.S1 Students will be provided opportunities to use objects/pictures for exploration and identification of key scientific concepts through the use of continuous practice and hands-on activities. The students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA).

Action Step 1

Students should practice identifying key scientific concepts through hands on activities. Teachers should emphasize instruction that helps students use objects and pictures for exploration.

Person or Persons Responsible

Teachers of students who take the FAA

Target Dates or Schedule

On-going

Evidence of Completion

Formative: class work, student projects, teacher made checklists, mini-assessments Summative 2014 FAA Science Test

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Following the FCIM model, weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/LLT Team along with administrators will monitor the implementation of the selected strategy to ensure fidelity.

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative: class work, student projects, teacher made checklists, mini-assessments Summative 2014
FAA Science Test

Plan to Monitor Effectiveness of G5.B3.S1

Following the FCIM model, weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/LLT Team along with administrators will monitor the effectiveness of the selected strategy.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: class work, student projects, teacher made checklists, mini-assessments Summative 2014
FAA Science Test

G5.B4 Performance data for the 2013 FAA Science Test indicate that the percentage of students who scored Levels 7 or higher was 67% and increase of 13 percentage points. The area of deficiency most noted was the ability to explore, observe and select an object or picture to respond to a question about the natural world.

G5.B4.S1 Students will be provided opportunities to use text and pictures for exploration and identification of key scientific concepts through the use of continuous practice and hands-on activities. The students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA).

Action Step 1

Students should practice using text and pictures for exploration and identification of key scientific concepts. Teacher should emphasize instruction that is hands-on and helps students develop scientific knowledge.

Person or Persons Responsible

Teachers of students who take the FAA

Target Dates or Schedule

On-going

Evidence of Completion

Formative: class work, student projects, teacher made checklists, mini-assessments Summative 2014 FAA Science Test

Plan to Monitor Fidelity of Implementation of G5.B4.S1

Following the FCIM model, weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/LLT Team along with administrators will monitor the implementation of the selected strategy to ensure fidelity.

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative: Classwork, Teacher made tests, District Interim Assessments, Gizmo reports and Science Coach assessments. Summative: 2014 FCAT Science Test

Plan to Monitor Effectiveness of G5.B4.S1

Following the FCIM model, weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/LLT Team along with administrators will monitor the effectiveness of the selected strategy.

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative: class work, student projects, teacher made checklists, mini-assessments Summative 2014 FAA Science Test

G6. Increase identification of and assistance provided to at-risk students through analysis of the early warning systems including students who miss 10% or more of instructional time, retained students, students who are not proficient in reading by grade 3.

G6.B1 The percentage of all students who missed 10% or more of available instructional time during the 2013-2014 school year was 7%. Illnesses-excused absences continue to be a problematic area. This can in part be attributed to our school's large population of students with autism. Many of the students with autism have health related issues which cause them to be absent for doctors appointments and other medical related issues.

G6.B1.S1 The school counselors, school social worker and Community Involvement Specialist (CIS) will make phone calls to the parents of the absent students with autism and/or conduct home visits to inquire if the parents require assistance in meeting student's medical needs.

Action Step 1

Make parent phone calls and conduct home visits

Person or Persons Responsible

School counselors, school social worker and Community Involvement Specialist will implement the identified strategy.

Target Dates or Schedule

On-going

Evidence of Completion

Monitoring of the attendance, tardy and early dismissal bulletins on a daily, weekly and monthly basis.

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

Monitoring of the attendance, tardy and early dismissal bulletin daily, weekly and monthly to monitor attendance.

Person or Persons Responsible

Administrators will monitor the implementation of the identified strategy.

Target Dates or Schedule

On-going

Evidence of Completion

Attendance reports data

Plan to Monitor Effectiveness of G6.B1.S1

Monitoring of the attendance, tardy and early dismissal bulletin daily, weekly and monthly to monitor attendance.

Person or Persons Responsible

Administrators will monitor the effectiveness of identified strategy.

Target Dates or Schedule

On-going

Evidence of Completion

Attendance data reports

G6.B2 The percentage of all students retained for the 2013-2014 school year is 3%. The goal for the 2013-2014 school year is to decrease this amount to 2%. Students who are in danger of being retained are in need of remediation of basic academic skills and the skills needed to master grade level objectives.

G6.B2.S1 Students that are in danger of being retained will be provided specific remediation in deficient skills. SST meetings/ELL meetings will be held for these students to develop an individualized SST/PST intervention plan an that includes a schedule for on-going progress monitoring.

Action Step 1

Conduct SST and ELL Committee meetings on a regular basis to develop intervention plans.

Person or Persons Responsible

MTSS/Rtl Team along with administrators will identify students that are potential retainees.

Target Dates or Schedule

On-going

Evidence of Completion

Student performance data including FAIR assessment scores, class work/tests, District Baseline and Interim assessments, intervention data, Successmaker reports, FASTT math reports, Reading Plus reports, STAR Reading reports, student grades

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

Following the FCIM model, bi weekly data reports will be reviewed and instruction/intervention adjusted as needed.

Person or Persons Responsible

MTSS/Rti team along with administrators will monitor the implementation of the strategy for fidelity.

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student performance data including FAIR assessment scores, class work/tests, District Baseline and Interim assessments, intervention data, Successmaker reports, FASTT math reports, Reading Plus reports, STAR Reading reports, student grades

Plan to Monitor Effectiveness of G6.B2.S1

Following the FCIM model, bi weekly data reports will be reviewed and instruction/intervention adjusted as needed. Student performance data including FAIR assessment scores, class work/tests, District Baseline and Interim assessments, and intervention data.

Person or Persons Responsible

MTSS/RtI team along with administrators will monitor the effectiveness of selected strategy

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student performance data including FAIR assessment scores, class work/tests, District Baseline and Interim assessments, intervention data, Successmaker reports, FASTT math reports, Reading Plus reports, STAR Reading reports, student grades

G6.B3 Student data performance from the 2013 FCAT indicates that 38% of 3 grade students are not proficient in reading. The goal for the 2013 -2014 school year is to decrease the amount to 34%. These students are in need of intense intervention to address reading deficiencies.

G6.B3.S1 Students identified as not being proficient in reading by grade 3 will be provided specific instruction and intervention that focuses on teaching reading strategies that help students determine meaning of words and phrases as they are used in text, distinguishing literal from non-literal language.

Action Step 1

Provide instruction and interventions related to vocabulary and distinguishing literal and non-literal language.

Person or Persons Responsible

Teachers/Interventionists

Target Dates or Schedule

On-going

Evidence of Completion

Wonder Works on-going progress monitoring data, class work, teacher made tests and quizzes

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

Following the FCIM model, bi weekly data reports will be reviewed and instruction/intervention adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team along with administrators will monitor the implementation of the strategy for fidelity.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Voyager on-going progress monitoring data, Wonder Works on-going progress monitoring data, class work, teacher made tests and quizzes

Plan to Monitor Effectiveness of G6.B3.S1

Following the FCIM model, bi weekly data reports will be reviewed and instruction/intervention adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team along with administrators will monitor the effectiveness of selected strategy

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Voyager on-going progress monitoring data, Wonder Works on-going progress monitoring data, class work, teacher made tests and quizzes

G6.B4 The percentage of students with 2 or more behavior referrals was 12%. The goal for the 2013-2014 school year is to decrease this amount to 11%. The percentage of students who received one or more behavioral referrals that lead to suspension was 0%. Students school wide are in need of more recognition for positive behavior.

G6.B4.S1 Teachers and staff will utilize SPOT Success to recognize students for positive behaviors. Additional incentives such note home to parents, stickers, treasure box prizes, being recognized on the morning announcements and lunch with the principal for students displaying model behavior will be used to increase positive behaviors school wide.

Action Step 1

Utilization of SPOT Success and additional incentives

Person or Persons Responsible

All teachers and staff

Target Dates or Schedule

On-going

Evidence of Completion

Decrease in the number of students with behavioral referrals/one or more that lead to suspension.

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

Following the FCIM model, bi weekly data reports will be reviewed and strategy adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team along with administration will monitor the implementation of strategy for fidelity.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Decrease in the number of students with 2 or more behavioral referrals/one or more that lead to suspension

Plan to Monitor Effectiveness of G6.B4.S1

Following the FCIM model, bi weekly data reports will be reviewed and instruction/intervention adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team along with administrators will monitor the effectiveness of the selected strategy

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Decrease in the number of students with 2 or more behavioral referrals/one or more that lead to suspension

Coordination and Integration

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

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

Title I, Part A

Hialeah Gardens Elementary provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (after school programs and Saturday Academy). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Lead teachers develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

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

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

Title III

Title III funds at Hialeah Gardens Elementary are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (3-5)
- parent outreach activities (K-5) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers

- reading and supplementary instructional materials(K-5)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-5, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

Title X- Homeless

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

Hialeah Gardens Elementary will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

- Hialeah Gardens Elementary School participates in the District's Bullying Prevention Program.
- 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.
- 5th graders at Hialeah Gardens Elementary participate in the "I'm Too Good for Drugs" Program.

Nutrition Programs

- Hialeah Gardens Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- Nutrition education, as per state statute, is taught through physical education classes.

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

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Hialeah Gardens hosts an annual school wide Career and Truck Day. On career day, volunteers from within

the community donate their time to visit classrooms and speak with students regarding their careers. Students are able to ask questions and learn about various jobs and job skills.

Job Training

Other

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

We will increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Hialeah Gardens Elementary will conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

In addition, our we will complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public School's District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

Hialeah Gardens Elementary is a Health Connect School. Health Connect in Our Schools (HCiOS):

- Offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on our school grounds.
 - HCiOS services will reduce or eliminate barriers to care, connect eligible student with health insurance and a medical home, and provide care for students who are not eligible for other services.
 - HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.
 - HCiOS will enhance the health education activities provided by our school and by the health department.
- HCiOS will assure all students receive health education.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a qualify school health care program.

Hialeah Gardens Elementary implements the AIDS: GET the Facts! Curriculum:

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program:

Heiken Children's Vision Program provides free complete optometry 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. On the 2013 FCAT Reading Test 66% of all students in grades 3 -5 were proficient. Our goal for the 2014 FCAT is for 69% of all students to be proficient and 77% of students taking the 2014 FAA Reading Test to score at level 4 or above.

G1.B1 Student performance data from the 2013 FCAT indicates that the overall reading proficiency remained the same at 66%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application. Students are in need of improvement in identifying author's purpose, author's perspective, main idea (stated and implied) relevant details, conclusions and inferences and text structure.

G1.B1.S1 Provide students with specific remediation during guided reading instruction focused on reading application skills.

PD Opportunity 1

Students will participate in small differentiated learning groups during the reading block that focuses on identifying author's purpose, author's perspective, main idea (stated and implied), relevant details, conclusions and inferences, and text structure.

Facilitator

Lead Reading Teacher

Participants

Teachers will implement the identified strategies.

Target Dates or Schedule

On going

Evidence of Completion

Formative Asssesments: District Interim Assessments, Classwork, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly, unit and benchmark assessments, Successmaker reports, Reading Plus Reports Summative: 2014 FCAT 2.0 Reading Test

G1.B2 Student performance data from the 2013 FCAT indicates that percentage of students scoring at level 3 remained the same at 29%. Our goal for the 2014 FCAT is for 33% of students to score at level 3. The area of deficiency for students scoring at level 3 as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application. Students are in need of improvement in identifying author's purpose, author's perspective, main idea (stated and implied) relevant details, conclusions and inferences and text structure.

G1.B2.S1 Provide students with opportunities to read in all content areas, with an emphasis on identifying the overall concept written in the text.

PD Opportunity 1

Students should be provided opportunities to practice reading skills in all content area classes with an emphasis on comprehending high end complexity questions independently and proficiently, including quoting accurately from the text and drawing inferences from text.

Facilitator

Primary and intermediate lead reading teachers.

Participants

Teachers

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Asssesments: District Interim Assessments, Classwork, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly tests, unit and benchmark assessments, Successmaker reports, Reading Plus Reports Summative: 2014 FCAT 2.0 Reading Test

G1.B3 Student data performance from the 2013 FCAT indicates that the percentage of students scoring at level 4 or above decreased by 1 percentage point to 35%. Our goal for the 2014 FCAT is for 37% of students to score at level 4 or above. The area of deficiency for students scoring at level 4 or above as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application.

G1.B3.S1 Provide students enrichment activities that provide acquisition of higher order thinking skills and the ability to problem solve.

PD Opportunity 1

During differentiated reading groups students will participate in activities that include referring to details, quoting information from the text, and identifying topics and themes within texts.

Facilitator

Lead Intermediate Reading Teacher

Participants

Teachers shall implement the identified strategies.

Target Dates or Schedule

On-going

Evidence of Completion

Formative Asssesments: District Interim Assessments, Classwork, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly tests, unit and benchmark assessments, Successmaker reports, Reading Plus Reports Summative: 2014 FCAT 2.0 Reading Test

G1.B4 Student data performance from the 2013 Florida Alternate Assessment (FAA) indicates that the percentage of students scoring at level 4 -6 remained the same at 15%. Our goal for the 2014 FAA is for 16% of students to score at level 4 -6. The area of deficiency in students achieving levels 4 -6 as noted in the 2013 administration of the FAA Reading Test was the ability to identify characters, settings, actions, and events in read-aloud fiction and non-fiction.

G1.B4.S1 Provide students with opportunities to listen to multiple reads of a selection and use picture walks to assist them in answering main idea and supporting detail questions. The students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA) that are text dependent.

PD Opportunity 1

Teachers of students taking the FAA shall provide continuous review/practice in listening to multiple reads of a selection and use picture walks to assist students in answering main idea and supporting detail questions.

Facilitator

Program Specialist

Participants

Teachers of students taking the FAA

Target Dates or Schedule

On-Going

Evidence of Completion

Formative: Mini-assessments, Student work samples, teacher made checklists, IReady data reports, Teach Town data reports Summative: 2014 Florida Alternate Assessment

G1.B6 Student data performance from the 2013 FCAT indicates that learning gains in the area of reading decreased by 4 percentage points to 71%. Our goal is for 74% of students to make learning gains on the 2014 FCAT. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application.

G1.B6.S1 Utilize classroom and assessment data to group students and provide differentiated instruction.

PD Opportunity 1

Students should practice identifying main idea, text features, word meanings in a variety of texts and text structures such as cause/effect and compare/contrast.

Facilitator

Lead Intermediate Reading Teacher

Participants

Teachers will implement the identified strategy.

Target Dates or Schedule

On-going

Evidence of Completion

Formative Asssesments: District Interim Assessments, Classwork, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly, unit and benchmark assessments, Successmaker reports, Reading Plus Reports Summative: 2014 FCAT 2.0 Reading Test

G1.B9 As noted on the 2013 CELLA administration, the percentage of ELL students who are proficient in Reading increased 1 percentage point to 37%. Our goal is for 43% of ELL students to be proficient on the 2014 CELLA. Students lack the ability to determine the meanings of unfamiliar words in reading.

G1.B9.S1 Students will be given increased opportunities to participate in systematic reading instruction.

PD Opportunity 1

Teachers will provide opportunities for students to use word banks, vocabulary notebooks, Venn diagrams and graphic organizers to develop the ability to determine the meaning of unfamiliar words in reading. Students will participate in reading activities such as journaling, read aloud, picture games, use of task cards, choral reading, and storytelling.

Facilitator

ELL Department Chairperson

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative Asssesments: District Interim Assessments, Classwork, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly, unit and benchmark assessments, Successmaker reports, Reading Plus Reports Summative: 2014 FCAT 2.0 Reading Test, 2014 CELLA

G1.B10 As noted on the 2013 CELLA administration, the percentage of ELL students who are proficient in Writing increased 4 percentage points to 32%. Our goal is for 39% of ELL students to be proficient on the 2014 CELLA. Students lack the ability to organize information into a logical sequence.

G1.B10.S1 Students will be provided increased opportunities to participate in evidence based writing instruction.

PD Opportunity 1

Teachers will provide opportunities for students to use word banks, vocabulary notebooks, Venn diagrams and graphic organizers to develop ideas for writing and organizing information into a logical sequence. Students will participate in writing activities such as journaling, developing a writers' notebook, using graphic organizers and KWL char

Facilitator

ELL Department Chairperson

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative Asssesments: District Interim Assessments, Classwork, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly, unit and benchmark assessments, Successmaker reports, Reading Plus Reports Summative: 2014 FCAT 2.0 Reading Test, 2014 CELLA

G1.B11 Student data performance from the 2013 FCAT indicates that the SWD and ED subgroup did not make their AMO for 2013. The goal for 2014 is to increase the SWD subgroup proficiency from 52% to 62% and to increase the ED subgroup proficiency from 63% to 69%. The area of deficiency for both of these subgroups as noted on the 2013 FCAT 2.0 administration was Reporting Category 2 Reading Application. Students are in need of improvement in identifying author's purpose, author's perspective, main idea (stated and implied) relevant details, conclusions and inferences and text structure.

G1.B11.S1 Teachers will provide differentiated instruction in small groups to SWD and ED utilizing CRISS strategies.

PD Opportunity 1

Differentiated instruction will be provided during the reading instructional block that focuses on identifying author's purpose, author's perspective, main idea (stated and implied) relevant details, conclusions and inferences and text structure through the use of CRISS strategies.

Facilitator

Lead Intermediate Reading Teacher

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assesments: District Interim Assessments, Class work, Teacher made tests and quizzes, McGraw Hill Reading Wonders weekly, unit and benchmark assessments, Successmaker reports, Reading Plus Reports Summative: 2014 FCAT 2.0 Reading Test

G2. On the 2013 FCAT Writing Test 75% of students scored at level 3.5 or above. Our goal for the 2014 FCAT Writing Test is for 78% of students to score at level 3.5 or above.

G2.B1 Performance data for the 2013 administration of the FCAT Writing 2.0 Test, indicates that fourth graders scoring at 3.5 or above demonstrated difficulty in narrative writing.

G2.B1.S1 Students will be produce writing pieces by participating in the writing process.

PD Opportunity 1

Students will participate in the writing process on a daily basis through mentor text, explicit instruction and independent practice that focuses on the producing a final written product for an intended audience.

Facilitator

Lead Intermediate Reading Teacher

Participants

Teachers will implement the identified strategy.

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Student writing portfolios, scores on monthly writing assessments, District Writing Assessment
Summative: 2014 FCAT Writing Test

G3. On the 2013 FCAT Math Test 75% of students scored at proficiency. Our goal for the 2014 FCAT Math Test is to maintain 75% of students scoring at proficiency.

G3.B1 Student performance data from the 2013 FCAT 2.0 Mathematics Test indicates that the percentage of students scoring at level 3 is 32%. The goal for the 2014 FCAT 2.0 Mathematics Test is to increase the percentage of students scoring at level 3 to 34%. The area of deficiency for students scoring at level 3 as noted on the administration of the FCAT 2.0 Mathematics Test was Number: Operations, Problems and Statistics (grade 3).

G3.B1.S1 Provide for students opportunities to participate in mathematical exploration and the development of understanding of number and operations through the use of manipulatives and practice.

PD Opportunity 1

Students will participate in differentiated instruction groups that focus on analyzing graphs, applying inverse property to solve real-world problems and finding one or more missing elements in a pattern.

Facilitator

Lead Math Teacher

Participants

Teachers will implement the identified strategy.

Target Dates or Schedule

On going

Evidence of Completion

Formative Assessments - Go Math! assessments District Baseline and Interim Assessments, teacher made tests, classwork, Successmaker reports, FASTT Math reports Summative Assessment: 2014 FCAT 2.0 Mathematics Test

G3.B2 Student performance data from the 2013 FCAT 2.0 Mathematics Test indicates that the percentage of students scoring at level 4 and above is 41%. The goal for the 2014 FCAT 2.0 Mathematics Test is to increase the percentage of students scoring at level 4 or above to 42%. The area of deficiency for students scoring at level 4 or above as noted on the administration of the FCAT 2.0 Mathematics Test was .Number: Operations, Problems and Statistics (grade 3).

G3.B2.S1 Provide for students enrichment activities that focus of problem solving skills through the use of manipulatives and engaging opportunities to practice.

PD Opportunity 1

Students will be provided enrichment opportunities to describe and apply the inverse property to solve real-world problems, describing the rule for a patterns and constructing and analyzing graphs.

Facilitator

Lead Math Teacher

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments - Go Math! assessments District Baseline and Interim Assessments, teacher made tests, classwork, Successmaker reports, FASTT Math reports Summative Assessment: 2014 FCAT 2.0 Mathematics Test

G3.B5 Student data performance from the 2013 FCAT 2.0 Mathematics Test indicates that learning gains in the area of mathematics is 66%. The goal for the 2014 FCAT 2.0 Mathematics Test is to increase learning gains to 69%. The area of deficiency as noted on the administration of the FCAT 2.0 Mathematics Test was Geometry and Measurement (grades 4 and 5). Targeted differentiated instruction in these areas is needed to increase learning gains in the area of mathematics at all grade levels.

G3.B5.S1 Provide for students, specifically those identified as needing additional assistance, instruction during the mathematics block that focuses on mathematical fluency and problem solving skills in the area of Geometry and Measurement.

PD Opportunity 1

Teachers will provide differentiated instruction during the mathematics block for students needing additional assistance that provide grade level appropriate activities that develop an understanding of geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, two and three dimensional objects.

Facilitator

Lead Math Teacher

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments - Go Math! Assessments, District Baseline and Interim Assessments, teacher made tests, classwork, Successmaker reports, FASTT Math reports Summative Assessment: 2014 FCAT 2.0 Mathematics Test

G5. On the 2013 FCAT 2.0 Science Test 53% of students scored proficiently. Our goal for the 2014 FCAT Science Test is for 57 % of students to score proficiently and for 85% of students taking the 2014 FAA Science Test to score at 4 or above.

G5.B1 Performance data for the 2013 administration of the FCAT Science Test indicates that the percentage of students who scored at FCAT Level 3 decreased 5 percentage points to 31%. The area of deficiency as noted in the 2013 administration of the FCAT Science Test was Reporting Category Physical Science. Students lack opportunities to participate in hands-on science activities.

G5.B1.S1 Students will be provided opportunities to participate in inquiry based and independent investigations utilizing the use of MIMIOs that focus on identifying basic forms of energy, identifying familiar forces, tracing the conversion of electric energy into other forms of energy and distinguishing the relationships among mass, force and motion.

PD Opportunity 1

Students will participate in small learning groups that focus on on identifying basic forms of energy, identifying familiar forces, tracing the conversion of electric energy into other forms of energy and distinguishing the relationships among mass, force and motion through hands-on activities and the use of classroom mimios.

Facilitator

Lead Math/Science Teacher

Participants

Teachers will implement the identified strategy.

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Classwork, Teacher made tests, District Interim Assessments, Gizmo reports and Science Coach assessments. Summative: 2014 FCAT Science Test

G5.B2 Performance data for the 2013 administration of the FCAT Science Test indicates that the percentage of students who scored at FCAT Level 4 and above increased 9 percentage points to 22%. The area of deficiency as noted in the 2013 administration of the FCAT Science Test was Reporting Category Physical Science. Students need more opportunities to participate in inquiry based and independent investigations.

G5.B2.S1 Students will be provided opportunities to participate in inquiry based and independent investigations utilizing the use of MIMIOs and participation in the Elementary Science Fair.

PD Opportunity 1

Students should participate in inquiry based and independent investigations utilizing the MIMIO system and by participating in the Science Fair. Teachers should emphasize instruction that helps students develop inquiry and investigation skills needed to complete science experiments.

Facilitator

Lead Math and Science Teacher

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Classwork, Teacher made tests, District Interim Assessments, Gizmo reports and Science Coach assessments. Summative: 2014 FCAT Science Test

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 FCAT Reading Test 66% of all students in grades 3 -5 were proficient. Our goal for the 2014 FCAT is for 69% of all students to be proficient and 77% of students taking the 2014 FAA Reading Test to score at level 4 or above.	\$45,000
G3.	On the 2013 FCAT Math Test 75% of students scored at proficiency. Our goal for the 2014 FCAT Math Test is to maintain 75% of students scoring at proficiency.	\$45,000
G5.	On the 2013 FCAT 2.0 Science Test 53% of students scored proficiently. Our goal for the 2014 FCAT Science Test is for 57 % of students to score proficiently and for 85% of students taking the 2014 FAA Science Test to score at 4 or above.	\$5,000
G6.	Increase identification of and assistance provided to at-risk students through analysis of the early warning systems including students who miss 10% or more of instructional time, retained students, students who are not proficient in reading by grade 3.	\$500
Total		\$95,500

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Technology	Other	Total
Title 1	\$90,000	\$0	\$0	\$90,000
EESAC	\$0	\$5,000	\$0	\$5,000
PTA	\$0	\$0	\$500	\$500
Total	\$90,000	\$5,000	\$500	\$95,500

Budget Details

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

G1. On the 2013 FCAT Reading Test 66% of all students in grades 3 -5 were proficient. Our goal for the 2014 FCAT is for 69% of all students to be proficient and 77% of students taking the 2014 FAA Reading Test to score at level 4 or above.

G1.B7 Student data performance from the 2013 FCAT indicates that learning gains for the lowest 25% in reading increased by 2 percentage points to 75%. Our goal is for 78% of students in the lowest 25% to make learning gains on the 2014 FCAT. The area of weakness for students in the lowest 25% as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 1 Vocabulary

G1.B7.S1 Target students that are in the lowest 25% in 3rd, 4th and 5th grade. Implement pull-out intervention using Wonder Works, led by an interventionist.

Action Step 1

Targeted intervention using Wonder Works that provides increased opportunities for vocabulary instruction.

Resource Type

Personnel

Resource

Hourly teachers/paraprofessionals

Funding Source

Title 1

Amount Needed

\$45,000

G3. On the 2013 FCAT Math Test 75% of students scored at proficiency. Our goal for the 2014 FCAT Math Test is to maintain 75% of students scoring at proficiency.

G3.B6 Student data performance from the 2013 FCAT 2.0 Mathematics Test indicates that learning gains for the lowest 25% the area of mathematics is 63%. The goal for the 2014 FCAT 2.0 Mathematics tests is to increase learning gains in the lowest 25% to 67%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test for students in the lowest 25% was Geometry and Measurement (grades 4 and 5). Targeted differentiated instruction and intervention in these areas is needed to increase learning gains in the area of mathematics at all grade levels for students in the lowest 25%.

G3.B6.S1 Intervention , beyond the 60 minute math instructional block, will be provided to students in the lowest 25% in mathematics that focuses on remediation of needed skills through the use of Houghton Mifflin Go Math! Reteaching lessons.

Action Step 1

Using Go Math! Reteaching lessons students will participate in math intervention sessions that focus on areas in need of remediation and support.

Resource Type

Personnel

Resource

Various tangible reinforcers such as edibles, certificates, and stickers

Funding Source

Title 1

Amount Needed

\$45,000

G5. On the 2013 FCAT 2.0 Science Test 53% of students scored proficiently. Our goal for the 2014 FCAT Science Test is for 57 % of students to score proficiently and for 85% of students taking the 2014 FAA Science Test to score at 4 or above.

G5.B1 Performance data for the 2013 administration of the FCAT Science Test indicates that the percentage of students who scored at FCAT Level 3 decreased 5 percentage points to 31%. The area of deficiency as noted in the 2013 administration of the FCAT Science Test was Reporting Category Physical Science. Students lack opportunities to participate in hands-on science activities.

G5.B1.S1 Students will be provided opportunities to participate in inquiry based and independent investigations utilizing the use of MIMIOs that focus on identifying basic forms of energy, identifying familiar forces, tracing the conversion of electric energy into other forms of energy and distinguishing the relationships among mass, force and motion.

Action Step 1

Students will participate in small learning groups that focus on on identifying basic forms of energy, identifying familiar forces, tracing the conversion of electric energy into other forms of energy and distinguishing the relationships among mass, force and motion through hands-on activities and the use of classroom mimios.

Resource Type

Technology

Resource

purchase of mimio whiteboard technology

Funding Source

EESAC

Amount Needed

\$5,000

G6. Increase identification of and assistance provided to at-risk students through analysis of the early warning systems including students who miss 10% or more of instructional time, retained students, students who are not proficient in reading by grade 3.

G6.B4 The percentage of students with 2 or more behavior referrals was 12%. The goal for the 2013-2014 school year is to decrease this amount to 11%. The percentage of students who received one or more behavioral referrals that lead to suspension was 0%. Students school wide are in need of more recognition for positive behavior.

G6.B4.S1 Teachers and staff will utilize SPOT Success to recognize students for positive behaviors. Additional incentives such note home to parents, stickers, treasure box prizes, being recognized on the morning announcements and lunch with the principal for students displaying model behavior will be used to increase positive behaviors school wide.

Action Step 1

Utilization of SPOT Success and additional incentives

Resource Type

Other

Resource

Stickers, various toys for treasure box prizes, certificates

Funding Source

PTA

Amount Needed

\$500