



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

John G. Dupuis Elementary School

1150 W 59TH PL

Hialeah, FL 33012

305-821-6361

<http://jgd.dadeschools.net>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 91%
Alternative/ESE Center No	Charter School No	Minority Rate 98%

School Grades History

2013-14 C	2012-13 C	2011-12 B	2010-11 A
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

John G. Dupuis Elementary Schl

Principal

Claudine Winsor

School Advisory Council chair

Wantana Vassana

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

Name	Title
Claudine Winsor	Principal
Lourdes Nunez	Assistant Principal
Maria Fleitas	Reading Coach
Wantana Vassana	EESAC Chairperson
Ibis Rodriguez	Kindergarten Teacher
Lisa McCall	First Grade Teacher
Gladys Sola	Second Grade teacher
Idalis Betancourt	Third Grade Teacher
Sissi Martinez	Fourth Grade Teacher
Tania Recino	Fifth Grade Teacher

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of 6 teachers, 8 parents, 1 student, 1 education support employee, 2 business/community representatives, the UTD steward and the principal.

Involvement of the SAC in the development of the SIP

School Advisory Council (EESAC) has worked in the development of this SIP. School Advisory Council (EESAC) met on September 25, 2013 to finalize the plan and will continuously meet on a regular basis to develop, revise and monitor the progress of School Improvement Plan goals. In addition, the council will determine the most appropriate use of EESAC funds to support the School Improvement Plan goals.

Activities of the SAC for the upcoming school year

School Advisory Council (EESAC) will meet on a regular basis to develop, revise and monitor the progress of School Improvement Plan goals.

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

SAT/FCAT Incentives - \$500.00
Grade Level Curriculum Initiatives - \$500.00

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:

Claudine Winsor

Principal

Years as Administrator: 12

Years at Current School: 9

Credentials

BA - Psychology,
 Master of Science in Educational Leadership (K- 12)
 Certification- Elementary Education (Grades 1- 6), Psychology
 (Grades 6-12), Educational Leadership (K-12), ESOL endorsed

Performance Record

2013 School Grade -C
 Rdg. Levels 3-5, 64%
 Math Levels 3-5, 64%
 Rdg. Lrg. Gains,
 Math Lrg. Gains,
 Rdg. Imp. of Lowest 25% -
 Math Imp. of Lowest 25% -
 2009 - 2012 '12 '11 '10 '09
 School Grade B A A A
 AYP N N Y Y
 High Standards Rdg. 57 83 81 76
 High Standards Math 65 85 82 78
 Lrng Gains-Rdg. 61 69 65 64
 Lrng Gains-Math 67 63 66 68
 Gains-Rdg-25% 70 59 60 63
 Gains-Math-25% 71 65 77 66

Lourdes Nunez

Asst Principal

Years as Administrator: 11

Years at Current School: 5

Credentials

BA – Early Childhood/Elementary Education,
 Master of Science in Reading (K-12),
 Specialist Degree in Educational Leadership, (K-12)
 Certification – Early / Elementary Education (K-6), Reading
 (K-12), Educational Leadership (K-12), ESOL endorsed

Performance Record

2013 School Grade -*NA
 Rdg. Levels 3-5, NA
 Math Levels 3-5, NA
 Rdg. Lrg. Gains, NA
 Math Lrg. Gains, NA
 Rdg. Imp. of Lowest 25% - NA
 Math Imp. of Lowest 25% - NA
 Rdg Progress - NA
 Math Progress -NA
 2009 - 2012 '12 '11 '10 '09
 School Grade B A A A
 AYP N N Y Y
 High Standards Rdg. 57 83 81 76
 High Standards Math 65 85 82 78
 Lrng Gains-Rdg. 61 69 65 64
 Lrng Gains-Math 67 63 66 68
 Gains-Rdg-25% 70 59 60 63
 Gains-Math-25% 71 65 77 66
 * Lourdes Nunez was on maternity leave during the 2012 - 2013
 school year.

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Maria Fleitas		
Full-time / District-based	Years as Coach: 14	Years at Current School: 30
Areas	Reading/Literacy	
Credentials	BA – Elementary Education, Master of Science in Elementary Education Certification – Elementary Education (Grades 1-6), Specific Learning Disability (Grades K-12), Emotionally Handicapped, (Grades K-12), Mentally Handicapped (Grades K-12), Gifted endorsed and Reading endorsed	
Performance Record	2013 School Grade - C Rdg. Levels 3-5, 64% Math Levels 3-5, 64% Rdg. Lrg. Gains, Math Lrg. Gains, Rdg. Imp. of Lowest 25% - Math Imp. of Lowest 25% - 2009 - 2012 '12 '11 '10 '09 School Grade B A A A AYP N N Y Y High Standards Rdg. 57 83 81 76 High Standards Math 65 85 82 78 Lrng Gains-Rdg. 61 69 65 64 Lrng Gains-Math 67 63 66 68 Gains-Rdg-25% 70 59 60 63 Gains-Math-25% 71 65 77 66	

Classroom Teachers

of classroom teachers

46

receiving effective rating or higher

44, 96%

Highly Qualified Teachers

80%

certified in-field

37, 80%

ESOL endorsed

40, 87%

reading endorsed

4, 9%

with advanced degrees

23, 50%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

1, 2%

with 6-14 years of experience

20, 43%

with 15 or more years of experience

25, 54%

Education Paraprofessionals**# of paraprofessionals**

2

Highly Qualified

2, 100%

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

0

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

The administration will recruit and retain highly qualified, certified-in-field, effective teachers to the school by continuously providing research based programs and aligning professional development that assist teachers in being effective in the classroom.

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

Ms. Cao (teacher mentor) demonstrates outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas. Ms. Cao will assist Ms. Ochotorena (second year teacher) in gaining knowledge in the curriculum areas by meeting with her once a week. Planned activities involve depth of knowledge (rigor), higher order thinking skills, curriculum, technology, research based programs, discipline, policies and increasing parental involvement.

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

MTSS/Rtl is an extension of John G. DuPuis' Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing examination of data which impact student achievement, school safety, school culture, literacy, attendance, and prevention of student failure through early intervention.

John G. DuPuis Elementary School's MTSS/Rtl Leadership Team is composed of:

the Principal, Assistant Principal, Reading Coach, ELL Teacher, EESAC Chairperson, School Psychologist, and School Counselor. The MTSS/Rtl team addresses student learning based on analysis of data. The MTSS/Rtl team works cohesively to initiate plans for students that will address the intervention strategies needed to be implemented in order to promote student achievement. This team ensures that MTSS/Rtl is being implemented with fidelity and that assessment of MTSS/Rtl skills is being documented and used to drive instruction. The team will ensure that adequate professional development to support MTSS/Rtl is implemented and will communicate with parents regarding school based MTSS/Rtl plans and activities.

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

General Education Teachers: Provides intervention for students in the first level (core), second level (supplemental) and third level (intensive), collects data, collaborates with other staff and provides information about core subjects. Data will be used to guide instructional decisions for all students and to adjust delivery of curriculum and instruction to specific needs of students. Ensures that the School Improvement Plan is being implemented with fidelity.

Maria Fleitas, Reading Coach - Provides guidance on the Comprehensive Reading Plan; Common Core, District Pacing guides, technical assistance to teachers regarding data-based instructional planning and supports the implementation of Tier I and Tier II intervention plans and ensures that the School Improvement Plan is being implemented with fidelity.

Jennifer Gotor-Costa, Exceptional Student Education (SWD) Teacher – Integrates core instructional activities/materials into instruction and collaborates with general education teachers; collects data and uses this information to drive instruction when planning interventions; monitors progress to ensure that students are improving in academic achievement; ensures that students are exposed to grade level instruction, as well as, meeting individual goals.

Solange Fernandez, School Psychologist, Maricarmen Acosta, School Counselor, and Ofelia Diaz, Social Worker – Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions in the first level (core), second level (supplemental) and third level (intensive), the student service team will continue to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral and social success. Ensures that the School Improvement Plan is being implemented with fidelity.

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

- Monitor academic and behavior data evaluating progress.
- Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
- Hold regular team meetings.
- Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
- Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

- Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

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

To summarize the baseline data, mid-year and end of year reviews in reading, mathematics, science, and writing, the MTSS Leadership Team at John G. DuPuis Elementary School will use: Progress Monitoring and Reporting Network (PMRN), CELLA, Florida Assessments for Instruction in Reading (FAIR), Edusoft, Interim Assessments, Baseline assessments, the Florida Comprehensive Assessment Test (FCAT) and the Standardized Assessment Test (SAT). The following data will be used to monitor student behavior: Student Case Management System, detentions, suspensions, attendance referrals, and referrals for the MTSS/RtI Team.

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

John G. DuPuis Elementary School will provide support for school staff to understand MTSS/RtI principles and procedures. Professional development will be provided during teachers' planning time and during professional development days. John G. DuPuis Elementary School will provide support for parents to understand MTSS/RtI principles and procedures. Trainings/meetings will be held during convenient times in the morning and in the evening to accommodate parents working schedule.

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: 120

After school tutorial program for reading, mathematics and science.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data will be collected monthly to analyze and to determine effectiveness in reading, mathematics, and science. Walkthroughs will be conducted to monitor the program.

Who is responsible for monitoring implementation of this strategy?

The LLT will evaluate the effectiveness of the after school tutorials.

Literacy Leadership Team (LLT)

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

Name	Title
Claudine Winsor	Principal
Lourdes Nunez	Assistant Principal
Maria Fleitas	Reading Coach
Wantana Vassana	EESAC Chairperson
Ibis Rodriguez	Kindergarten teacher
Lisa McCall	First grade teacher
Gladys Sola	Second grade teacher
Idalis Betancourt	Third grade teacher
Sissi Martinez	Fourth grade teacher
Tania Recino	Fifth grade teacher

How the school-based LLT functions

The Literacy Leadership Team (LLT) is an extension of John G. DuPuis' Leadership Team that encourages a literate climate to support effective teaching and learning.

The Literacy Leadership Team (LLT) addresses student learning based on data analysis. The Literacy Leadership Team (LLT) works cohesively to initiate action plans and support exiting programs in order to promote student achievement. This team ensures that all programs are implemented with fidelity and are monitored in order to drive instruction. The team will ensure that adequate professional development is conducted for all stakeholders.

- Hold regular team meetings.
- Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
- Assist with monitoring and responding to the needs of students.
- Develop a school-based literacy plan of action.
- Provide research-based professional development.
- Professional Learning Communities (PLC's).
- Analyze and review data.
- Provide materials, resources, and assistance to address areas of concern.
- Model lessons in classrooms.
- Study scientifically based reading research.
- Utilize data to drive instruction.

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all LLT meetings and all activities. As the instructional leader of the school, the principal supports literacy instruction and will promote membership on the LLT by:

- Holding meeting at convenient times;
- Providing adequate notice of meetings;
- Providing time/coverage (if needed) to attend meetings;
- Offering professional growth opportunities such as educational retreats.

The Assistant Principal will facilitate and assist the principal as needed with all LLT meetings and activities.

The Reading Coach will share her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. She will work with the LLT to guarantee fidelity of the implementation of the K-12 CRRP. Further, she will establish model classrooms, conference with teachers and administrators, and provide professional development as needed.

Our teachers will provide motivation and a spirit of collaboration within the literacy leadership team to create a school wide focus on literacy achievement.

Major initiatives of the LLT

The major initiatives from the LLT this year include:

- including representation from all curricular areas on the MTSS/RTI
- selecting team members who are skilled and committed to improving literacy
- offering professional growth opportunities for team members
- creating a collaborative environment that fosters sharing and learning
- developing a school wide organizational model that supports literacy instruction in all classes
- encouraging the use of data to improve teaching and student achievement

As a result, our school will be able to:

- Increase the total percent of students meeting high standards of learning in Reading
- Increase the achievement level of those students falling in the lowest 25 percentile in the area of reading

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

John G. DuPuis Elementary School houses approximately 54 students from ages 3 to 4 in the Head Start Program. In addition to the Head Start program offered on campus, John G. DuPuis Elementary School has one Pre-K ESE Reverse Mainstream Program that services students with special needs and utilizes general education students as role models.

In order to facilitate the transition from Pre-K to kindergarten, time is set aside for students in the Pre-K program to visit the kindergarten classrooms. John G. DuPuis Elementary School also offers ongoing opportunities for feeder pattern schools and private schools to visit our kindergarten program throughout the year.

At John G. DuPuis Elementary School, all incoming students are assessed upon entering kindergarten in order to gather individual and group needs. All students are assessed within the areas of Basic Skills/School Readiness, Oral language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Kindergarten students are assessed on the FLKRS and FAIR. Core kindergarten academic and behavior instruction will include daily explicit instruction, modeling, guided practice, observations, continuous feedback and independent practice of all academic and social emotional skills identified. Student service personnel will provide kindergarten teachers with effective strategies for social skills instruction and will assist teachers with positive reinforcement of pro-social behavior. Screening tools will be re-administered throughout the year in order to determine if instruction/intervention programs need to be changed based on learning gains. Students' strengths and weaknesses will be examined to further assess students' achievement. Social skills checklist will be implemented to address pro-social behavior in kindergarten.

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	69%	64%	Yes	72%
American Indian				
Asian				
Black/African American				
Hispanic	68%	64%	Yes	72%
White				
English language learners	62%	56%	Yes	66%
Students with disabilities	46%	33%	No	51%
Economically disadvantaged	68%	62%	Yes	71%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	101	29%	32%
Students scoring at or above Achievement Level 4	111	32%	35%

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)	194	57%	61%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	107	31%	38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	88	26%	33%

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	41	37%	43%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	71%	64%	No	74%
American Indian				
Asian				
Black/African American				
Hispanic	71%	64%	No	74%
White				
English language learners	68%	58%	No	71%
Students with disabilities	53%	41%	No	58%
Economically disadvantaged	68%	62%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	89	26%	35%
Students scoring at or above Achievement Level 4	123	35%	39%

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	37	28%	32%
Students scoring at or above Achievement Level 4	21	16%	18%

Florida Alternate Assessment (FAA)

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

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	62	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	33	5%	4%
Students who are not proficient in reading by third grade	37	36%	32%
Students who receive two or more behavior referrals	10	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	0%	0%

Goals Summary

- G1.** On the 2013 FCAT 2.0 Reading, 64 percent of the students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 72 percent of students to score at Level 3 or above, an increase of 8 percentage points.
- G2.** On the 2013 FCAT 2.0 Writing, 37 percent of the students scored at Level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 43 percent of students to score at Level 3.5 or above, an increase of 6 percentage points.
- G3.** On the 2013 FCAT 2.0 Mathematics, 64 percent of the students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 74 percent of students to score at Level 3 or above, an increase of 10 percentage points.
- G4.** On the 2013 FCAT 2.0 Science, 44 percent of the students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 50 percent of students to score at Level 3 or above, an increase of 6 percentage points.
- G5.** Increase the number of students participating in Project Based Learning in STEM from 0 projects to 50 projects or more on Science Fair Projects.
- G6.** Students missing 10% or more of instructional time will decrease by 1 percentage point to 7%.
Students who receive two or more behavioral referrals will maintain or decrease to 1%.
Students retained in PreK to Grade 5 will decrease by 1 percentage point.

Goals Detail

G1. On the 2013 FCAT 2.0 Reading, 64 percent of the students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 72 percent of students to score at Level 3 or above, an increase of 8 percentage points.

Targets Supported

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

Resources Available to Support the Goal

- Instructional strategies, scheduling, assessment practices, teachers' knowledge and skills, parental involvement, student motivation, school culture, alignment of instruction with standards and use of WonderWorks Intervention and Reading Plus.

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Reading 33 percent of Students with Disability scored level 3 or above. The goal for 2013 was 46 percent. Students experience difficulty in Reporting Category 2 - Reading Application. Students in grade 3 - 5 experience difficulty reading and comprehending literature and informational text at the high end of the text complexity band independently and proficiently.
- On the 2013 FCAT 2.0 Reading 29 percent of students scored at Level 3. Students experienced difficulty in Reporting Category 3. Students experience difficulty identifying and interpreting elements of story structure within a text.
- On the 2013 FCAT 2.0 Reading 71 percent of students had learning gains. Students experienced difficulty in Reporting Category 3. Students experience difficulty identifying and interpreting elements of story structure within a text.
- On the 2013 CELLA Listening/Speaking 57 percent of students were proficient. Performance data for students scoring proficient in Listening/Speaking on the 2013 CELLA indicates that students require additional opportunities in and outside of the classroom to speak in English and listen to stories in English.
- On the 2013 CELLA Reading 31 percent of students were proficient. Performance data for students scoring proficient in Reading on the 2013 CELLA indicates that students require additional opportunities to read in English.
- On the 2013 CELLA Writing 26 percent of students were proficient. Performance data for students scoring proficient in Writing on the 2013 CELLA indicates that students require additional opportunities to practice writing.
- On the 2013 FCAT 2.0 Reading 32 percent of students scored at Level 4 or above. Performance data for students scoring at or above Level 4 on the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting Category 3-Literary Analysis/Fiction/Nonfiction. Students experience difficulty identifying and interpreting elements of story structure within a text
- On the 2013 FCAT 2.0 Reading 73 percent of students in the lowest 25% made learning gains. Performance data for students in the lowest 25% making learning gains indicates that there is a deficiency in Reporting Category 2 - Reading Application. Students in grade 3-5 experience difficulty reading and comprehending literature and informational text at the high end of the text complexity band independently and proficiently.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

LLT/MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Monthly Reading Plus Reports, McGraw Hill Literature Series Quizzes/Tests and District Interim Assessment Summative Assessment: 2014 FCAT 2.0

G2. On the 2013 FCAT 2.0 Writing, 37 percent of the students scored at Level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 43 percent of students to score at Level 3.5 or above, an increase of 6 percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- Instructional strategies, scheduling, assessment practices, teachers' knowledge and skills, parental involvement, student motivation, school culture, alignment of instruction with standards.

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Writing 37 percent of students scored level 3.5 or above. Students' performance data from the 2013 FCAT Writing indicates that students require additional support in writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

LLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

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

G3. On the 2013 FCAT 2.0 Mathematics, 64 percent of the students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 74 percent of students to score at Level 3 or above, an increase of 10 percentage points.

Targets Supported

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

Resources Available to Support the Goal

- Instructional strategies, scheduling, assessment practices, teachers' knowledge and skills, parental involvement, student motivation, school culture, Go Math Series, alignment of instruction with standards and Go Math curriculum.

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Mathematics 64 percent of all students scored Level 3 or above. The goal for 2013 was 71 percent. Students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems. According to the results of the 2013 FACT 2.0, students in Grades 3 experienced difficulty in Reporting Category Number: Operations, Problems, Statistics, Geometry and Measurement. Students in Grades 4 experienced difficulty in Reporting Category Number: Operations and Problems. Students in Grades 5 experienced difficulty in Reporting Category Number: Base Ten and Fractions.
- On the 2013 FCAT 2.0 Mathematics 64 percent of Hispanic students scored Level 3 or above. The goal for 2013 was 71 percent. Hispanic students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.
- On the 2013 FCAT 2.0 Mathematics 62 percent of Economically Disadvantaged students scored Level 3 or above. The goal for 2013 was 68 percent. Students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems. According to the results of the 2013 FACT 2.0, students in Grades 3 experienced difficulty in Reporting Category Number: Operations, Problems, Statistics, Geometry and Measurement. Students in Grades 4 experienced difficulty in Reporting Category Number: Operations and Problems. Students in Grades 5 experienced difficulty in Reporting Category Number: Base Ten and Fractions.
- On the 2013 FCAT 2.0 Mathematics 41 percent of the SWD students scored Level 3 or above. The goal for 2013 was 53 percent. Students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems. According to the results of the 2013 FACT 2.0, students in Grades 3 experienced difficulty in Reporting Category Number: Operations, Problems, Statistics, Geometry and Measurement. Students in Grades 4 experienced difficulty in Reporting Category Number: Operations and Problems. Students in Grades 5 experienced difficulty in Reporting Category Number: Base Ten and Fractions.
- On the 2013 FCAT 2.0 Mathematics 58 percent of English Language Learners scored Level 3 or above. The goal for 2013 was 68 percent. ELL students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.
- On the 2013 FCAT 2.0 Mathematics 26 percent of students scored Level 3 or above. Performance data for students scoring Level 3 or above on the 2013 FCAT 2.0 indicates that in Grades 3 students are experiencing difficulty in Reporting Category Number: Operations, Problems, Statistics, Geometry and Measurement. Students in Grades 4 experienced difficulty in

Reporting Category Number: Operations and Problems. Students in Grades 5 experienced difficulty in Reporting Category Number: Base Ten and Fractions.

- On the 2013 FCAT 2.0 Mathematics 35 percent of students scored Level 4-5. Performance data for students scoring Level 4-5 on the 2013 FCAT 2.0 indicates that in Grades 3 students are experiencing difficulty in Reporting Category Number: Operations, Problems, Statistics, Geometry and Measurement. Students in Grades 4 experienced difficulty in Reporting Category Number: Operations and Problems. Students in Grades 5 experienced difficulty in Reporting Category Number: Base Ten and Fractions.
- On the 2013 FCAT 2.0 Mathematics 64 percent of students are making learning gains. Performance data for students making learning gains on the 2013 FCAT 2.0 indicates that in Grades 3 students are experiencing difficulty in Reporting Category Number: Operations, Problems, Statistics, Geometry and Measurement. Students in Grades 4 experienced difficulty in Reporting Category Number: Operations and Problems. Students in Grades 5 experienced difficulty in Reporting Category Number: Base Ten and Fractions. Students need additional opportunities to discuss and write about mathematics.
- On the 2013 FCAT 2.0 Mathematics 68 percent of the lowest 25% are making learning gains. Performance data for students in the lowest 25% making learning gains on the 2013 FCAT 2.0 indicates that in Grades 3 students are experiencing difficulty in Reporting Category Number: Operations, Problems, Statistics, Geometry and Measurement. Students in Grades 4 experienced difficulty in Reporting Category Number: Operations and Problems. Students in Grades 5 experienced difficulty in Reporting Category Number: Base Ten and Fractions. Students need additional opportunities to discuss and write about mathematics.

Plan to Monitor Progress Toward the Goal

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction. The LLT will analyze data from various assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately. Data from District Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

Person or Persons Responsible

LLT/MTSS/RTI

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessments: District Interim Assessment, classroom assessments Summative Assessment: 2014 FCAT 2.0

G4. On the 2013 FCAT 2.0 Science, 44 percent of the students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 50 percent of students to score at Level 3 or above, an increase of 6 percentage points.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Instructional strategies, scheduling, assessment practices, teachers' knowledge and skills, parental involvement, student motivation, school culture, alignment of instruction with standards and utilization of Gizmo.

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Science 28 percent of students scored at Level 3. Students experienced difficulty in Reporting Category 3. Performance data for students scoring at Level 3 on the 2013 FCAT 2.0 indicates that there is a deficiency with Physical Science. Students performing at mastery level of this reporting category will generally be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.
- On the 2013 FCAT 2.0 Science 21 percent of students scored at Level 4 and above. Performance data for students scoring at Level 4 and above on the 2013 FCAT 2.0 indicates that there is a deficiency with Physical Science. Students performing at mastery level of this reporting category will generally be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Plan to Monitor Progress Toward the Goal

The LLT will review progress toward the goal.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessments: Data from biweekly benchmark assessments will be analyzed to monitor effectiveness and student progress. District Interim Data will be analyzed. Summative Assessment: 2014 FCAT 2.0

G5. Increase the number of students participating in Project Based Learning in STEM from 0 projects to 50 projects or more on Science Fair Projects.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Parental Involvement, scheduling, student motivation, student participation

Targeted Barriers to Achieving the Goal

- We have limited number of evidence of completed student projects in STEM, i.e., The Miami Dade STEM EXPO (Science Fair and SECME),

Plan to Monitor Progress Toward the Goal

The LLT will monitor for increased participation in school site STEM competitions that serve as a selection process for the district and Science Fair competitions.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment: District Interim Assessment data and Participation in STEM competitions
Summative Assessment: 2014 FCAT Science 2.0

G6. Students missing 10% or more of instructional time will decrease by 1 percentage point to 7%. Students who receive two or more behavioral referrals will maintain or decrease to 1%. Students retained in PreK to Grade 5 will decrease by 1 percentage point.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Parental Involvement, attendance reports, suspension reports, FAIR, benchmark assessments, Interim Assessments, Wonderworks Intervention, Character Education

Targeted Barriers to Achieving the Goal

- Frequent absences due to doctor visits and low active parental involvement. Parents may be unfamiliar with the Attendance Policy.
- Parents may be unfamiliar with the reading curriculum in third grade and the retention policy.
- Parents may be unfamiliar with the reading curriculum in grades K-3.
- Parents may be unfamiliar with the Student Code of Conduct and that may be the reason for possible retention and suspension.

Plan to Monitor Progress Toward the Goal

Monitor the improvement of possible retained students.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

At Risk Student list

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2013 FCAT 2.0 Reading, 64 percent of the students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 72 percent of students to score at Level 3 or above, an increase of 8 percentage points.

G1.B1 On the 2013 FCAT 2.0 Reading 33 percent of Students with Disability scored level 3 or above. The goal for 2013 was 46 percent. Students experience difficulty in Reporting Category 2 - Reading Application. Students in grade 3 - 5 experience difficulty reading and comprehending literature and informational text at the high end of the text complexity band independently and proficiently.

G1.B1.S1 Provide opportunities for students to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. On a daily basis a strong emphasis on crunch-time activities is placed on targeting students skills within the school day and during Saturday Academy sessions.

Action Step 1

Students will receive instruction in teacher led center to address the identified deficiency. Teachers Useful instructional strategies include: • author purpose chart, • two column note: opinion/support, conclusion/support, cause/effect • main idea table, • time line, • sequence chain, • Venn diagram, • common themes in literature • informational text structure chart • one sentence summarizers Reading Extended Learning Modules will be implemented. Students will participate in after-school tutoring. Students will participate in Saturday Reading Academy.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly Reading Plus Reports, McGraw Hill Literature Series Quizzes/
Tests and District Interim Assessment Summative Assessment: 2014 FCAT 2.0

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

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

Person or Persons Responsible

LLT/MTSS/Rtl team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Monthly Reading Plus Reports, McGraw Hill Literature Series Quizzes/Tests and District Interim Assessment Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

LLT/MTSS/Rtl team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Monthly Reading Plus Reports, McGraw Hill Literature Series Quizzes/Tests and District Interim Assessment Summative Assessment: 2014 FCAT 2.0

G1.B2 On the 2013 FCAT 2.0 Reading 29 percent of students scored at Level 3. Students experienced difficulty in Reporting Category 3. Students experience difficulty identifying and interpreting elements of story structure within a text.

G1.B2.S1 Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. On a daily basis a strong emphasis on crunch-time activities is placed on targeting students skills within the school day and during Saturday Academy sessions.

Action Step 1

During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency. Instruction should include opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Students should compare and contrast the point of view from different stories narrated and be able to describe how a narrator's point of view influences how events are described. Useful instructional strategies include: • Author's Toolbox for bringing a character to life • story map, • text feature chart, • text feature analysis, • Somebody/wanted/but/so Reading Extended Learning Modules will be implemented. Students will participate in after-school tutoring. Students will participate in Saturday Reading Academy.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly Reading Plus Reports, McGraw Hill Literature Series Quizzes/ Tests and District Interim Assessment Summative Assessment: 2014 FCAT 2.0

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

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

Person or Persons Responsible

LLT/MTSS/Rtl team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Monthly Reading Plus Reports, Mc Graw Hill Literature Series Quizzes/ Tests and District Interim Assessment Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B2.S1

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

Person or Persons Responsible

LLT/MTSS/Rtl team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Monthly Reading Plus Reports, District Interim Assessment Summative Assessment: 2014 FCAT 2.0

G1.B3 On the 2013 FCAT 2.0 Reading 71 percent of students had learning gains. Students experienced difficulty in Reporting Category 3. Students experience difficulty identifying and interpreting elements of story structure within a text.

G1.B3.S1 Provide opportunities for students to compare and contrast the point of view from different stories narrated, events or topics including the differences between first-and third person narrations, firsthand or secondhand account. On a daily basis a strong emphasis on crunch-time activities is placed on targeting students skills within the school day and during Saturday Academy sessions.

Action Step 1

During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency. Instruction should include opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Students should compare and contrast the point of view from different stories narrated and be able to describe how a narrator's point of view influences how events are described. Useful instructional strategies include: • Author's Toolbox for bringing a character to life • story map, • text feature chart, • text feature analysis, • Somebody/wanted/but/so Reading Extended Learning Modules will be implemented. Students will participate in after-school tutoring. Students will participate in Saturday Reading Academy.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly Reading Plus Reports, Mc Graw Hill Literature Series Quizzes/ Tests and District Interim Assessment Summative Assessment: 2014 FCAT 2.0

Facilitator:

Maria Fleitas

Participants:

Teachers

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

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

Person or Persons Responsible

LLT/MTSS/Rtl team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Monthly Reading Plus Reports, Mc Dougal Littell Literature Series Quizzes/ Tests and District Interim Assessment Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B3.S1

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

Person or Persons Responsible

LLT/MTSS/Rtl team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Monthly Reading Plus Reports, Mc Graw Hill Literature Series Quizzes/ Tests and District Interim Assessment Summative Assessment: 2014 FCAT 2.0

G1.B4 On the 2013 CELLA Listening/Speaking 57 percent of students were proficient. Performance data for students scoring proficient in Listening/Speaking on the 2013 CELLA indicates that students require additional opportunities in and outside of the classroom to speak in English and listen to stories in English.

G1.B4.S1 Students will listen to a variety of literature and will discuss the literature pieces. On a daily basis a strong emphasis on crunch-time activities is placed on targeting students skills within the school day and during Saturday Academy sessions.

Action Step 1

During instruction, students will be provided with opportunities to listen and to do read-a-louds, and think-a-louds and to participate in Reader's Theater. Students will participate in corporate learning groups to provide opportunities for role play.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly Reading Plus Reports, Mc Dougal Littell Literature Series Quizzes/Tests and District Interim Assessment Summative Assessment: 2014 FCAT 2.0

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly Reading Plus Reports, Mc Dougal Littell Literature Series Quizzes/Tests and District Interim Assessment Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B4.S1

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

Person or Persons Responsible

LLT/MTSS/RTI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Monthly Reading Plus Reports, Mc Dougal Littell Literature Series Quizzes/ Tests and District Interim Assessment Summative Assessment: 2014 FCAT 2.0

G1.B5 On the 2013 CELLA Reading 31 percent of students were proficient. Performance data for students scoring proficient in Reading on the 2013 CELLA indicates that students require additional opportunities to read in English.

G1.B5.S1 Provide students with a variety of literature to support reading in English. On a daily basis a strong emphasis on crunch-time activities is placed on targeting students skills within the school day and during Saturday Academy sessions.

Action Step 1

Differentiated instruction will be employed to address individual needs along with Reciprocal Teaching strategies. KWL charts will be utilized to build background knowledge and Chunking will also be utilized to improve students' vocabulary development and fluency. Reading Extended Learning Modules will be implemented to all ELL students. The use of audio reading books will be utilized to increase vocabulary. Students will participate in after-school tutoring. Students will participate in Reading Saturday Academy.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Teacher informal observation log utilized during differentiated instruction and rubrics utilized during instruction. Summative Assessment – Results of the 2014 CELLA

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

The LLT along with the MTSS/ RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments – Teacher informal observation log utilized during differentiated instruction and rubrics utilized during instruction. Summative Assessment – Results of the 2014 CELLA

Plan to Monitor Effectiveness of G1.B5.S1

The LLT along with the MTSS/ RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction as needed.

Person or Persons Responsible

LLt

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments – Teacher informal observation log utilized during differentiated instruction and rubrics utilized during instruction. Summative Assessment – Results of the 2014 CELLA

G1.B6 On the 2013 CELLA Writing 26 percent of students were proficient. Performance data for students scoring proficient in Writing on the 2013 CELLA indicates that students require additional opportunities to practice writing.

G1.B6.S1 Provide students with opportunities to practice academic writing. On a daily basis a strong emphasis on crunch-time activities is placed on targeting students skills within the school day and during Saturday Academy sessions.

Action Step 1

During instruction, students will be guided in developing and using graphic organizers and Reading Response logs. Students will also illustrate and label key concepts when involved in writing activities. Students will participate in the school-wide monthly writing activities. Reading Extended Learning Modules will be implemented for all ELL students. Students will participate in after-school tutoring. Students will participate Saturday Writing Academy.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Teacher informal observation log, students monthly writing samples, and rubrics utilized during instruction Summative Assessment – Results of the 2014 CELLA

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

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments – Teacher informal observation log, students monthly writing samples, and rubrics utilized during instruction Summative Assessment – Results of the 2014 CELLA

Plan to Monitor Effectiveness of G1.B6.S1

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction.

Person or Persons Responsible

LLT/ MTSS/RtI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments – Teacher informal observation log, students monthly writing samples, and rubrics utilized during instruction Summative Assessment – Results of the 2014 CELLA

G1.B7 On the 2013 FCAT 2.0 Reading 32 percent of students scored at Level 4 or above. Performance data for students scoring at or above Level 4 on the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting Category 3-Literary Analysis/Fiction/Nonfiction. Students experience difficulty identifying and interpreting elements of story structure within a text

G1.B7.S1 Provide opportunities for students to be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within informational and literary texts. On a daily basis a strong emphasis on crunch-time activities is placed on targeting students skills within the school day and during Saturday Academy sessions.

Action Step 1

During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency. Instruction should include opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Students should compare and contrast the point of view from different stories narrated and be able to describe how a narrator's point of view influences how events are described. Useful instructional strategies include: • Author's Toolbox for bringing a character to life • story map, • text feature chart, • text feature analysis, • Somebody/wanted/but/so Reading Extended Learning Modules will be implemented. Students will participate in after-school tutoring. Students will participate Saturday Writing Academy.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly Reading Plus Reports, District Interim Assessment Summative Assessment: 2014 FCAT 2.0

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Monthly Reading Plus Reports, District Interim Assessment Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B7.S1

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

Person or Persons Responsible

LLT/MTSS/RTI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Monthly Reading Plus Reports, District Interim Assessment Summative Assessment: 2014 FCAT 2.0

G1.B8 On the 2013 FCAT 2.0 Reading 73 percent of students in the lowest 25% made learning gains. Performance data for students in the lowest 25% making learning gains indicates that there is a deficiency in Reporting Category 2 - Reading Application. Students in grade 3-5 experience difficulty reading and comprehending literature and informational text at the high end of the text complexity band independently and proficiently.

G1.B8.S1 Provide students with opportunities to distinguish their own point of view from that of the narrator, characters, or of the author of the text. On a daily basis a strong emphasis on crunch-time activities is placed on targeting students skills within the school day and during Saturday Academy sessions.

Action Step 1

Students will receive instruction in teacher led center to address the identified deficiency. Teachers Useful instructional strategies include: • author purpose chart, • two column note: opinion/support, conclusion/support, cause/effect • main idea table, • time line, • sequence chain, • Venn diagram, • common themes in literature • informational text structure chart • one sentence summarizers • text feature chart, • text feature analysis Reading Extended Learning Modules will be implemented. Students will participate in after-school tutoring. Students will participate Saturday Reading Academy.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly Reading Plus Reports, District Interim Assessment Summative Assessment: 2014 FCAT 2.0

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

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

Person or Persons Responsible

LLt/MTSS/RTI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Monthly Reading Plus Reports, classroom assessments, District Interim Assessment Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B8.S1

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

Person or Persons Responsible

LLT/MTSS/RTI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Monthly Reading Plus Reports, classroom assessments, District Interim Assessment
Summative Assessment: 2014 FCAT 2.0

G2. On the 2013 FCAT 2.0 Writing, 37 percent of the students scored at Level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 43 percent of students to score at Level 3.5 or above, an increase of 6 percentage points.

G2.B1 On the 2013 FCAT 2.0 Writing 37 percent of students scored level 3.5 or above. Students' performance data from the 2013 FCAT Writing indicates that students require additional support in writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

G2.B1.S1 Students will use pre-writing strategies to generate ideas and formulate a plan. Students will write in a variety of informational/expository forms (e.g. expository organizers, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments, rubrics). Students will use the Extended Learning Modules for Writing.

Action Step 1

During Writing instruction, students will develop a pre-writing plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative/expository writing prompts. Students will participate in small group guided instruction along with peer editing and revisions. Students will participate in Saturday Writing Academy. Continuous modeling will take place to ensure students have an understanding of the process for expository and narrative.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

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

Facilitator:

Maria Fleitas

Participants:

Teachers

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

Following the FCIM, monthly narrative/expository writing prompts will be scored by teachers and reviewed by the LLT in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

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

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM, monthly narrative/expository writing prompts will be scored by teachers and reviewed by the LLT in order to monitor students' progress in the identified areas of need and to regroup for instruction

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

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

G3. On the 2013 FCAT 2.0 Mathematics, 64 percent of the students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 74 percent of students to score at Level 3 or above, an increase of 10 percentage points.

G3.B1 On the 2013 FCAT 2.0 Mathematics 64 percent of all students scored Level 3 or above. The goal for 2013 was 71 percent. Students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems. According to the results of the 2013 FACT 2.0, students in Grades 3 experienced difficulty in Reporting Category Number: Operations, Problems, Statistics, Geometry and Measurement. Students in Grades 4 experienced difficulty in Reporting Category Number: Operations and Problems. Students in Grades 5 experienced difficulty in Reporting Category Number: Base Ten and Fractions.

G3.B1.S1 Provide students with opportunities to foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations. On a daily basis a strong emphasis on crunch-time activities is placed on targeting students skills within the school day and during Saturday Academy sessions.

Action Step 1

In grade three teachers will utilize Mathematical Practices of the Common Core Standards, support fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs. Teachers will foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. Students will be provided with opportunities to:

- apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division
- describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction or multiplication
- identify the fact families that demonstrate the inverse relationship between multiplication and division

In grade four teachers will utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of multi-digit multiplication, patterns, expressions and equations. Students will be provided with opportunities to:

- multiply multi-digit whole numbers through four digits, including solving real world problems and checking reasonableness of results
- describe and generalize an algebraic rule for a graphic or numeric pattern or relationship, including functions with two operations.

In grade five teachers will utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of multi-digit division, and addition and subtraction with fractions, mixed numbers, and decimals. Students will be provided with opportunities to:

- identify and graph integers on a number line; compare and order integers
- interpret solutions to division situations, including remainders

Math Extended Learning Packets will be implemented. Math Jump Start will be utilized. Students will participate in after-school tutoring.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: District Interim Assessment, classroom assessments Summative Assessment: 2014 FCAT 2.0

Facilitator:

Wantana Vassana

Participants:

Teachers

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

The LLT along with the MTSS/Rtl team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction. The LLT will analyze data from various assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately. Data from District Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

Person or Persons Responsible

LLT/MTSS/RTI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessment, classroom assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B1.S1

The LLT along with the MTSS/Rtl team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction. The LLT will analyze data from various assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately. Data from District Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

Person or Persons Responsible

LLT/MTSS/RTI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessment, classroom assessments Summative Assessment: 2014 FCAT 2.0

G3.B2 On the 2013 FCAT 2.0 Mathematics 64 percent of Hispanic students scored Level 3 or above. The goal for 2013 was 71 percent. Hispanic students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

G3.B2.S1 Students will be provided with multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems. On a daily basis a strong emphasis on crunch-time activities is placed on targeting students skills within the school day and during Saturday Academy sessions.

Action Step 1

Students will discuss and write about mathematics in their daily journals and will have daily practice in reading, writing and solving word problems related to real world situations. • Daily use of journals to answer questions about math operations including “how” and “why” will assist in developing skills. As students become increasingly proficient, complexity of the problems will increase and scaffolding of skills will decrease. • Math Journal Techniques PD will be scheduled for the second week of September. ELL teachers will share additional strategies as needed. Math Extended Learning Packets will be implemented. Math Jump Start will be utilized. Students will participate in after-school tutoring.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: District Interim Assessment, classroom assessments Summative Assessment: 2014 FCAT 2.0

Facilitator:

Maria Fleitas

Participants:

Teachers

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

The Leadership team will review data from benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

Person or Persons Responsible

LLT/MTSS/RTI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessment, classroom assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B2.S1

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction. The LLT will analyze data from various assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately. Data from District Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

Person or Persons Responsible

LLT/MTSS/RTI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessment, classroom assessments Summative Assessment: 2014 FCAT 2.0

G3.B3 On the 2013 FCAT 2.0 Mathematics 62 percent of Economically Disadvantaged students scored Level 3 or above. The goal for 2013 was 68 percent. Students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems. According to the results of the 2013 FACT 2.0, students in Grades 3 experienced difficulty in Reporting Category Number: Operations, Problems, Statistics, Geometry and Measurement. Students in Grades 4 experienced difficulty in Reporting Category Number: Operations and Problems. Students in Grades 5 experienced difficulty in Reporting Category Number: Base Ten and Fractions.

G3.B3.S1 Students will have opportunities to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations. On a daily basis a strong emphasis on crunch-time activities is placed on targeting students skills within the school day and during Saturday Academy sessions.

Action Step 1

In grade three support mathematical fluency and problem solving skills in the areas of: • Multiplication, patterns, and graphs by providing time to practice and apply concepts in real-life situations. In grade four support mathematical fluency and problem solving skills in the areas of: • multi-digit multiplication and expressions and equations by providing time to practice and apply learned concepts in real-life situations. In grade five support mathematical fluency and problem solving skills in the areas of: • multi-digit division, addition, and subtraction with fractions, mixed numbers and decimals by providing time to practice and apply learned concepts in real-life situations. Math Extended Learning Packets will be implemented. Math Jump Start will be utilized. Students will participate in after-school tutoring.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: District Interim Assessment, classroom assessments Summative Assessment: 2014 FCAT 2.0

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

The LLT will analyze data from various assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: District Interim Assessment, classroom assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B3.S1

The LLT will analyze data from various assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessment, classroom assessments Summative Assessment: 2014 FCAT 2.0

G3.B4 On the 2013 FCAT 2.0 Mathematics 41 percent of the SWD students scored Level 3 or above. The goal for 2013 was 53 percent. Students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems. According to the results of the 2013 FACT 2.0, students in Grades 3 experienced difficulty in Reporting Category Number: Operations, Problems, Statistics, Geometry and Measurement. Students in Grades 4 experienced difficulty in Reporting Category Number: Operations and Problems. Students in Grades 5 experienced difficulty in Reporting Category Number: Base Ten and Fractions.

G3.B4.S1 Provide students with opportunities to foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations. On a daily basis a strong emphasis on crunch-time activities is placed on targeting students skills within the school day and during Saturday Academy sessions.

Action Step 1

In grade three teachers will utilize Mathematical Practices of the Common Core Standards, support fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs. Teachers will foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. Students will be provided with opportunities to:

- apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division
- describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction or multiplication
- identify the fact families that demonstrate the inverse relationship between multiplication and division

In grade four teachers will utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of multi-digit multiplication, patterns, expressions and equations. Students will be provided with opportunities to:

- multiply multi-digit whole numbers through four digits, including solving real world problems and checking reasonableness of results
- describe and generalize an algebraic rule for a graphic or numeric pattern or relationship, including functions with two operations.

In grade five teachers will utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of multi-digit division, and addition and subtraction with fractions, mixed numbers, and decimals. Students will be provided with opportunities to:

- identify and graph integers on a number line; compare and order integers

Math Extended Learning Packets will be implemented. Math Jump Start will be utilized. Students will participate in after-school tutoring.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: District Interim Assessment, classroom assessments Summative Assessment: 2014 FCAT 2.0

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

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction. The LLT will analyze data from various assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately. Data from District Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

Person or Persons Responsible

LLT/MTSS/RTI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessment, classroom assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B4.S1

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction. The LLT will analyze data from various assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately. Data from District Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

Person or Persons Responsible

LLT/MTSS/RTI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessment, classroom assessments Summative Assessment: 2014 FCAT 2.0

G3.B5 On the 2013 FCAT 2.0 Mathematics 58 percent of English Language Learners scored Level 3 or above. The goal for 2013 was 68 percent. ELL students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

G3.B5.S1 Provide students with opportunities to foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations. On a daily basis a strong emphasis on crunch-time activities is placed on targeting students skills within the school day and during Saturday Academy sessions.

Action Step 1

In grade three teachers will utilize Mathematical Practices of the Common Core Standards, support fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs. Teachers will foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. Students will be provided with opportunities to:

- apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division
- describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction or multiplication
- identify the fact families that demonstrate the inverse relationship between multiplication and division

In grade four teachers will utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of multi-digit multiplication, patterns, expressions and equations. Students will be provided with opportunities to:

- multiply multi-digit whole numbers through four digits, including solving real world problems and checking reasonableness of results
- describe and generalize an algebraic rule for a graphic or numeric pattern or relationship, including functions with two operations.

In grade five teachers will utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of multi-digit division, and addition and subtraction with fractions, mixed numbers, and decimals. Students will be provided with opportunities to:

- multiply multi-digit division, addition, and subtraction with fractions, mixed numbers and decimals by providing time to practice and apply learned concepts in real-life situations.

Math Extended Learning Packets will be implemented. Math Jump Start will be utilized. Students will participate in after-school tutoring.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: District Interim Assessment, classroom assessments Summative Assessment: 2014 FCAT 2.0

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

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction. The LLT will analyze data from various assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately. Data from District Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

Person or Persons Responsible

LLT/MTSS/RTI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: District Interim Assessment, classroom assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B5.S1

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction. The LLT will analyze data from various assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately. Data from District Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

Person or Persons Responsible

LLT/MTSS/RTI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessment, classroom assessments Summative Assessment: 2014 FCAT 2.0

G3.B6 On the 2013 FCAT 2.0 Mathematics 26 percent of students scored Level 3 or above. Performance data for students scoring Level 3 or above on the 2013 FCAT 2.0 indicates that in Grades 3 students are experiencing difficulty in Reporting Category Number: Operations, Problems, Statistics, Geometry and Measurement. Students in Grades 4 experienced difficulty in Reporting Category Number: Operations and Problems. Students in Grades 5 experienced difficulty in Reporting Category Number: Base Ten and Fractions.

G3.B6.S1 Students will have opportunities to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations. On a daily basis a strong emphasis on crunch-time activities is placed on targeting students skills within the school day and during Saturday Academy sessions.

Action Step 1

In grade three teachers will utilize Mathematical Practices of the Common Core Standards, support fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs. Students will be provided with opportunities to:

- apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division
- describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction or multiplication
- identify the fact families that demonstrate the inverse relationship between multiplication and division

In grade four teachers will utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of multi-digit multiplication, patterns, expressions and equations. Students will be provided with opportunities to:

- multiply multi-digit whole numbers through four digits, including solving real world problems and checking reasonableness of results
- describe and generalize an algebraic rule for a graphic or numeric pattern or relationship, including functions with two operations.

In grade five teachers will utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of:

- multi-digit division, and addition and subtraction with fractions, mixed numbers, and decimals.

Math Extended Learning Packets will be implemented. Math Jump Start will be utilized. Students will participate in after-school tutoring.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: District Interim Assessment, classroom assessments Summative Assessment: 2014 FCAT 2.0

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

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction. The LLT will analyze data from various assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately. Data from District Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

Person or Persons Responsible

LLT/MTS/RTI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: District Interim Assessment, classroom assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B6.S1

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction. The LLT will analyze data from various assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately. Data from District Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

Person or Persons Responsible

LLT/MTSS/RTI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessment, classroom assessments Summative Assessment: 2014 FCAT 2.0

G3.B7 On the 2013 FCAT 2.0 Mathematics 35 percent of students scored Level 4-5. Performance data for students scoring Level 4-5 on the 2013 FCAT 2.0 indicates that in Grades 3 students are experiencing difficulty in Reporting Category Number: Operations, Problems, Statistics, Geometry and Measurement. Students in Grades 4 experienced difficulty in Reporting Category Number: Operations and Problems. Students in Grades 5 experienced difficulty in Reporting Category Number: Base Ten and Fractions.

G3.B7.S1 Provide opportunities for students to utilize Mathematical Practices of the Common Core Standards, support fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs. Provide students opportunities to foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. On a daily basis a strong emphasis on crunch-time activities is placed on targeting students skills within the school day and during Saturday Academy sessions.

Action Step 1

In grade three support mathematical fluency and problem solving skills in the areas of: • Multiplication, patterns, and graphs by providing time to practice and apply concepts in real-life situations. In grade four support mathematical fluency and problem solving skills in the areas of: • multi-digit multiplication and expressions and equations by providing time to practice and apply learned concepts in real-life situations. In grade five support mathematical fluency and problem solving skills in the areas of: • multi-digit division, addition, and subtraction with fractions, mixed numbers and decimals by providing time to practice and apply learned concepts in real-life situations. Math Extended Learning Packets will be implemented. Math Jump Start will be utilized. Students will participate in after-school tutoring.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments: District Interim Assessment, classroom assessments Summative Assessment: 2014 FCAT 2.0

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

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction. The LLT will analyze data from various assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately. Data from District Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

Person or Persons Responsible

LLT/MTSS/RTI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: District Interim Assessment, classroom assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B7.S1

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction. The LLT will analyze data from various assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately. Data from District Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

Person or Persons Responsible

LLT/MTSS/RTI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessment, classroom assessments Summative Assessment: 2014 FCAT 2.0

G3.B8 On the 2013 FCAT 2.0 Mathematics 64 percent of students are making learning gains. Performance data for students making learning gains on the 2013 FCAT 2.0 indicates that in Grades 3 students are experiencing difficulty in Reporting Category Number: Operations, Problems, Statistics, Geometry and Measurement. Students in Grades 4 experienced difficulty in Reporting Category Number: Operations and Problems. Students in Grades 5 experienced difficulty in Reporting Category Number: Base Ten and Fractions. Students need additional opportunities to discuss and write about mathematics.

G3.B8.S1 Provide students with problem solving proficiency in the areas of multiplication, patterns, and graphs. Provide students with opportunities to foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. On a daily basis a strong emphasis on crunch-time activities is placed on targeting students skills within the school day and during Saturday Academy sessions.

Action Step 1

In grade three teachers will utilize Mathematical Practices of the Common Core Standards, support fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs. Teachers will foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. Students will be provided with opportunities to:

- apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division
- describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction or multiplication
- identify the fact families that demonstrate the inverse relationship between multiplication and division

In grade four teachers will utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of multi-digit multiplication, patterns, expressions and equations. Students will be provided with opportunities to:

- multiply multi-digit whole numbers through four digits, including solving real world problems and checking reasonableness of results
- describe and generalize an algebraic rule for a graphic or numeric pattern or relationship, including functions with two operations.

In grade five teachers will utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of multi-digit division, and addition and subtraction with fractions, mixed numbers, and decimals. Math Extended Learning Packets will be implemented. Math Jump Start will be utilized. Students will participate in after-school tutoring.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: District Interim Assessment, classroom assessments Summative Assessment: 2014 FCAT 2.0

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

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction. The LLT will analyze data from various assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately. Data from District Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

Person or Persons Responsible

LLT/MTSS/RTI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: District Interim Assessment, classroom assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B8.S1

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction. The LLT will analyze data from various assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately. Data from District Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

Person or Persons Responsible

LLT/MTSS/RTI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessment, classroom assessments Summative Assessment: 2014 FCAT 2.0

G3.B9 On the 2013 FCAT 2.0 Mathematics 68 percent of the lowest 25% are making learning gains. Performance data for students in the lowest 25% making learning gains on the 2013 FCAT 2.0 indicates that in Grades 3 students are experiencing difficulty in Reporting Category Number: Operations, Problems, Statistics, Geometry and Measurement. Students in Grades 4 experienced difficulty in Reporting Category Number: Operations and Problems. Students in Grades 5 experienced difficulty in Reporting Category Number: Base Ten and Fractions. Students need additional opportunities to discuss and write about mathematics.

G3.B9.S1 Provide students with problem solving proficiency in the areas of multiplication, patterns, and graphs. Provide students with opportunities to foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. On a daily basis a strong emphasis on crunch-time activities is placed on targeting students skills within the school day and during Saturday Academy sessions.

Action Step 1

In grade three teachers will utilize Mathematical Practices of the Common Core Standards, support fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs. Teachers will foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. Students will be provided with opportunities to:

- apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division
- describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction or multiplication
- identify the fact families that demonstrate the inverse relationship between multiplication and division

In grade four teachers will utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of multi-digit multiplication, patterns, expressions and equations. Students will be provided with opportunities to:

- multiply multi-digit whole numbers through four digits, including solving real world problems and checking reasonableness of results
- describe and generalize an algebraic rule for a graphic or numeric pattern or relationship, including functions with two operations.

In grade five teachers will utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of multi-digit division, and addition and subtraction with fractions, mixed numbers, and decimals. Math Extended Learning Packets will be implemented. Math Jump Start will be utilized. Students will participate in after-school tutoring.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: District Interim Assessment, classroom assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G3.B9.S1

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction. The LLT will analyze data from various assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately. Data from District Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

Person or Persons Responsible

LLT/MTSS/RTI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: District Interim Assessment, classroom assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B9.S1

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction. The LLT will analyze data from various assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately. Data from District Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

Person or Persons Responsible

LLT/MTSS/RTI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessment, classroom assessments Summative Assessment: 2014 FCAT 2.0

G4. On the 2013 FCAT 2.0 Science, 44 percent of the students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 50 percent of students to score at Level 3 or above, an increase of 6 percentage points.

G4.B1 On the 2013 FCAT 2.0 Science 28 percent of students scored at Level 3. Students experienced difficulty in Reporting Category 3. Performance data for students scoring at Level 3 on the 2013 FCAT 2.0 indicates that there is a deficiency with Physical Science. Students performing at mastery level of this reporting category will generally be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

G4.B1.S1 Students need to be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Action Step 1

Teachers will promote the use of instructional technology (Gizmo) to enhance and re-mediate student conceptual understanding of topics being addressed. By increasing the rigor in science writing through the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards, students will increase achievement. • Journals will be utilized to explore current issues in science.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Data from biweekly benchmark assessments will be analyzed to monitor effectiveness and student progress. District Interim Data will be analyzed. Summative Assessment: 2014 FCAT 2.0

Facilitator:

Wantana Vassana

Participants:

Teachers

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

The LLT will review science journals at biweekly grade level meetings.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Data from biweekly benchmark assessments will be analyzed to monitor effectiveness and student progress. District Interim Data will be analyzed. Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G4.B1.S1

The LLT will review science journals at biweekly grade level meetings.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Data from biweekly benchmark assessments will be analyzed to monitor effectiveness and student progress. District Interim Data will be analyzed. Summative Assessment: 2014 FCAT 2.0

G4.B2 On the 2013 FCAT 2.0 Science 21 percent of students scored at Level 4 and above. Performance data for students scoring at Level 4 and above on the 2013 FCAT 2.0 indicates that there is a deficiency with Physical Science. Students performing at mastery level of this reporting category will generally be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

G4.B2.S1 Students need to be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Action Step 1

Teachers will promote the use of instructional technology (Gizmo) to enhance and re-mediate student conceptual understanding of topics being addressed. By increasing the rigor in science writing through the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards, students will increase achievement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Data from biweekly benchmark assessments will be analyzed to monitor effectiveness and student progress. District Interim Data will be analyzed. Summative Assessment: 2014 FCAT 2.0

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

The LLT will review science journals at biweekly grade level meetings.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Data from biweekly benchmark assessments will be analyzed to monitor effectiveness and student progress. District Interim Data will be analyzed. Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G4.B2.S1

The LLT will review science journals at biweekly grade level meetings.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weely

Evidence of Completion

Formative Assessments: Data from biweekly benchmark assessments will be analyzed to monitor effectiveness and student progress. District Interim Data will be analyzed. Summative Assessment: 2014 FCAT 2.0

G5. Increase the number of students participating in Project Based Learning in STEM from 0 projects to 50 projects or more on Science Fair Projects.

G5.B1 We have limited number of evidence of completed student projects in STEM, i.e., The Miami Dade STEM EXPO (Science Fair and SECME),

G5.B1.S1 Students will be engaged in the problem solving process through the participation in Project Based Learning.

Action Step 1

Establish a plan and timeline for the development of student projects and increase the participation in Science competitions. • Provide hands-on elementary inquiry-based learning experiences • Encourage the integration of science, mathematics and literacy • Emphasize innovative laboratory experiences

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: District Interim Assessment data Summative Assessment: 2014 FCAT Science 2.0

Facilitator:

Wantana Vassana

Participants:

Sicence Teachers

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

The LLT will monitor for increased participation in STEM projects.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment: District Interim Assessment data, Participation in STEM (Science Fair) projects. Summative Assessment: 2014 FCAT Science 2.0

Plan to Monitor Effectiveness of G5.B1.S1

The LLT will monitor for increased participation in STEM projects.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment: District Interim Assessment data, participation in STEM (Science Fair) projects Summative Assessment: 2014 FCAT Science 2.0

G6. Students missing 10% or more of instructional time will decrease by 1 percentage point to 7%. Students who receive two or more behavioral referrals will maintain or decrease to 1%. Students retained in PreK to Grade 5 will decrease by 1 percentage point.

G6.B1 Frequent absences due to doctor visits and low active parental involvement. Parents may be unfamiliar with the Attendance Policy.

G6.B1.S1 Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI/RtI team.

Action Step 1

The MTSS/RTI team will monitor students who received two or more attendance referrals providing students with counseling and encouraging parental involvement in this process. A reward system will be established to recognize students for perfect attendance.

Person or Persons Responsible

LLT/MTSS/RTI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: Quarterly Attendance Summaries Summative Assessment: Yearly Attendance Summary

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

Administration and the Attendance Review Committee will monitor the improvement of students with a pattern of nonattendance and/or tardiness.

Person or Persons Responsible

LLT/MTSS/RTI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: Quarterly Attendance Summaries Summative Assessment: Yearly Attendance Summary

Plan to Monitor Effectiveness of G6.B1.S1

Administration and the Attendance Review Committee will monitor the improvement of students with a pattern of nonattendance and/or tardiness. LLT/MTSS/RTI Team will monitor the improvement of students behavior and possible retained students.

Person or Persons Responsible

LLT/MTSS/RTI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: Quarterly Attendance Summaries, Behavioral Referral Reports and At Risk Student List
Summative Assessment: Yearly Attendance Summary, Referral Reports and Retained Student List

G6.B2 Parents may be unfamiliar with the reading curriculum in third grade and the retention policy.

G6.B2.S1 Students who who are at risk for being retained will be referred to the MTSS/RTI/RtI team.

Action Step 1

Monitor the improvement of possible retained students.

Person or Persons Responsible

LLT/MTSS/RTI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

FAIR, Assessments, Intervention data

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

Monitor the improvement of possible retained students.

Person or Persons Responsible

LLT/MTSS/RTI Team

Target Dates or Schedule

Monthly

Evidence of Completion

FAIR, Assessments, Intervention data

Plan to Monitor Effectiveness of G6.B2.S1

Monitor the improvement of possible retained students.

Person or Persons Responsible

LLT/MTSS/RTI Team

Target Dates or Schedule

Monthly

Evidence of Completion

FAIR, Assessments, Intervention data

G6.B3 Parents may be unfamiliar with the reading curriculum in grades K-3.

G6.B3.S1 Students who who are at risk for being retained will be referred to the MTSS/RTI/RtI team.

Action Step 1

Monitor the improvement of possible retained students.

Person or Persons Responsible

LLT/MTSS/RTI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

FAIR, Assessments, Intervention data

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

Monitor the improvement of possible retained students.

Person or Persons Responsible

LLT/MTSS/RTI Team

Target Dates or Schedule

Monthly

Evidence of Completion

FAIR, Assessment, Intervention data

Plan to Monitor Effectiveness of G6.B3.S1

Monitor the improvement of possible retained students.

Person or Persons Responsible

LLT/MTSS/RTI Team

Target Dates or Schedule

Monthly

Evidence of Completion

FAIR, Assessments, Intervention data

G6.B4 Parents may be unfamiliar with the Student Code of Conduct and that may be the reason for possible retention and suspension.

G6.B4.S1 Parents will be provided with training on the Student Code of Conduct. Students who are deemed as developing a pattern of behavioral referrals will be referred to the MTSS/RTI/RtI team.

Action Step 1

A reward system will be established to recognize students outstanding citizenship through Student of the Month celebrations and “Do the Right Thing” program.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Behavioral Referral Reports and At Risk Student list

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

A reward system will be established to recognize students outstanding citizenship through Student of the Month celebrations and “Do the Right Thing” program

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Behavioral Referral Reports and At Risk Student list

Plan to Monitor Effectiveness of G6.B4.S1

A reward system will be established to recognize students outstanding citizenship through Student of the Month celebrations and "Do the Right Thing" program

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Behavioral Referral Reports and At Risk Student list

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

The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to our school, students, and families. School based, Title I funded Community Involvement Specialists (CIS), (Ana Martinez) conducts home visits, plan parent activities and assist parents daily. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Our Reading Coach, (Maria Fleitas) develops, leads, and evaluates school core content standards/ programs; identifies and analyses existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Maria Fleitas identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Parents participate in the design of the school's Parent Involvement Plan (PIP), the school improvement process 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. Efforts are 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; Title I CHESS (as appropriate); 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

John G. DuPuis Elementary School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach Programs. Services are coordinated with the District Drop-out Prevention Program.

Title II

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

- Training to certify qualified mentors for the New Teachers (MINT) program. Training and/or add-on endorsement programs, such as Reading, Gifted, ELL, etc.
- Training for Substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Communities (PLC), development and facilitation, as well as Lesson Study Group Implementation and protocols.

John G. DuPuis Elementary School ensures that teachers take part in the professional development that is needed for teacher growth and student success.

Title III

Services are provided through the District for education materials and ELL District support services to improve the education of immigrant and English Language Learners at John G. DuPuis Elementary School.

Funds are used to supplement and/or enhance the After School Tutorial programs at John G. DuPuis Elementary.

Title VI, Part B - NA

Title X- Homeless

Mariecarmen Acosta, school counselor is the liaison for John G. DuPuis Elementary School.

- 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 Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education 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 Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, 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 selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, our elementary counselors
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
- District Policy Against Bullying and Harassment - teacher teach the mandatory five lesson
- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

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

Housing Programs - N/A

Head Start

John G. DuPuis Elementary School has one Pre-K ESE Reverse Mainstream Program that services students with special needs and utilizes general education students as role models. John G. DuPuis has three Head Start classrooms on campus for three and four year olds.

In order to facilitate the transition from Pre-K to Kindergarten, time is set aside for students in all Pre-K programs to visit the Kindergarten classrooms.

John G. DuPuis Elementary School also offers ongoing opportunities for feeder pattern schools to visit our Kindergarten Program.

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

Health Connect in Our Schools -

John G. DuPuis Elementary has a registered nurse, Normi C. Gonzalez (shared between schools) and a Health Aide, Lorraine Flore.

- 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 school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

- 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 2.0 Reading, 64 percent of the students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 72 percent of students to score at Level 3 or above, an increase of 8 percentage points.

G1.B3 On the 2013 FCAT 2.0 Reading 71 percent of students had learning gains. Students experienced difficulty in Reporting Category 3. Students experience difficulty identifying and interpreting elements of story structure within a text.

G1.B3.S1 Provide opportunities for students to compare and contrast the point of view from different stories narrated, events or topics including the differences between first-and third person narrations, firsthand or secondhand account. On a daily basis a strong emphasis on crunch-time activities is placed on targeting students skills within the school day and during Saturday Academy sessions.

PD Opportunity 1

During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency. Instruction should include opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Students should compare and contrast the point of view from different stories narrated and be able to describe how a narrator's point of view influences how events are described. Useful instructional strategies include: • Author's Toolbox for bringing a character to life • story map, • text feature chart, • text feature analysis, • Somebody/wanted/but/so Reading Extended Learning Modules will be implemented. Students will participate in after-school tutoring. Students will participate in Saturday Reading Academy.

Facilitator

Maria Fleitas

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Monthly Reading Plus Reports, Mc Graw Hill Literature Series Quizzes/
Tests and District Interim Assessment Summative Assessment: 2014 FCAT 2.0

G2. On the 2013 FCAT 2.0 Writing, 37 percent of the students scored at Level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 43 percent of students to score at Level 3.5 or above, an increase of 6 percentage points.

G2.B1 On the 2013 FCAT 2.0 Writing 37 percent of students scored level 3.5 or above. Students' performance data from the 2013 FCAT Writing indicates that students require additional support in writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

G2.B1.S1 Students will use pre-writing strategies to generate ideas and formulate a plan. Students will write in a variety of informational/expository forms (e.g. expository organizers, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments, rubrics). Students will use the Extended Learning Modules for Writing.

PD Opportunity 1

During Writing instruction, students will develop a pre-writing plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative/expository writing prompts. Students will participate in small group guided instruction along with peer editing and revisions. Students will participate in Saturday Writing Academy. Continuous modeling will take place to ensure students have an understanding of the process for expository and narrative.

Facilitator

Maria Fleitas

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

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

G3. On the 2013 FCAT 2.0 Mathematics, 64 percent of the students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 74 percent of students to score at Level 3 or above, an increase of 10 percentage points.

G3.B1 On the 2013 FCAT 2.0 Mathematics 64 percent of all students scored Level 3 or above. The goal for 2013 was 71 percent. Students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems. According to the results of the 2013 FACT 2.0, students in Grades 3 experienced difficulty in Reporting Category Number: Operations, Problems, Statistics, Geometry and Measurement. Students in Grades 4 experienced difficulty in Reporting Category Number: Operations and Problems. Students in Grades 5 experienced difficulty in Reporting Category Number: Base Ten and Fractions.

G3.B1.S1 Provide students with opportunities to foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations. On a daily basis a strong emphasis on crunch-time activities is placed on targeting students skills within the school day and during Saturday Academy sessions.

PD Opportunity 1

In grade three teachers will utilize Mathematical Practices of the Common Core Standards, support fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs. Teachers will foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. Students will be provided with opportunities to:

- apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division
- describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction or multiplication
- identify the fact families that demonstrate the inverse relationship between multiplication and division

In grade four teachers will utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of multi-digit multiplication, patterns, expressions and equations. Students will be provided with opportunities to:

- multiply multi-digit whole numbers through four digits, including solving real world problems and checking reasonableness of results
- describe and generalize an algebraic rule for a graphic or numeric pattern or relationship, including functions with two operations.

In grade five teachers will utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of multi-digit division, and addition and subtraction with fractions, mixed numbers, and decimals. Students will be provided with opportunities to:

- identify and graph integers on a number line; compare and order integers
- interpret solutions to division situations, including remainders

Math Extended Learning Packets will be implemented. Math Jump Start will be utilized. Students will participate in after-school tutoring.

Facilitator

Wantana Vassana

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: District Interim Assessment, classroom assessments Summative Assessment: 2014 FCAT 2.0

G3.B2 On the 2013 FCAT 2.0 Mathematics 64 percent of Hispanic students scored Level 3 or above. The goal for 2013 was 71 percent. Hispanic students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

G3.B2.S1 Students will be provided with multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems. On a daily basis a strong emphasis on crunch-time activities is placed on targeting students skills within the school day and during Saturday Academy sessions.

PD Opportunity 1

Students will discuss and write about mathematics in their daily journals and will have daily practice in reading, writing and solving word problems related to real world situations. • Daily use of journals to answer questions about math operations including “how” and “why” will assist in developing skills. As students become increasingly proficient, complexity of the problems will increase and scaffolding of skills will decrease. • Math Journal Techniques PD will be scheduled for the second week of September. ELL teachers will share additional strategies as needed. Math Extended Learning Packets will be implemented. Math Jump Start will be utilized. Students will participate in after-school tutoring.

Facilitator

Maria Fleitas

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: District Interim Assessment, classroom assessments Summative Assessment: 2014 FCAT 2.0

G4. On the 2013 FCAT 2.0 Science, 44 percent of the students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 50 percent of students to score at Level 3 or above, an increase of 6 percentage points.

G4.B1 On the 2013 FCAT 2.0 Science 28 percent of students scored at Level 3. Students experienced difficulty in Reporting Category 3. Performance data for students scoring at Level 3 on the 2013 FCAT 2.0 indicates that there is a deficiency with Physical Science. Students performing at mastery level of this reporting category will generally be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

G4.B1.S1 Students need to be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

PD Opportunity 1

Teachers will promote the use of instructional technology (Gizmo) to enhance and re-mediate student conceptual understanding of topics being addressed. By increasing the rigor in science writing through the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards, students will increase achievement. • Journals will be utilized to explore current issues in science.

Facilitator

Wantana Vassana

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Data from biweekly benchmark assessments will be analyzed to monitor effectiveness and student progress. District Interim Data will be analyzed. Summative Assessment: 2014 FCAT 2.0

G5. Increase the number of students participating in Project Based Learning in STEM from 0 projects to 50 projects or more on Science Fair Projects.

G5.B1 We have limited number of evidence of completed student projects in STEM, i.e., The Miami Dade STEM EXPO (Science Fair and SECME),

G5.B1.S1 Students will be engaged in the problem solving process through the participation in Project Based Learning.

PD Opportunity 1

Establish a plan and timeline for the development of student projects and increase the participation in Science competitions. • Provide hands-on elementary inquiry-based learning experiences • Encourage the integration of science, mathematics and literacy • Emphasize innovative laboratory experiences

Facilitator

Wantana Vassana

Participants

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: District Interim Assessment data Summative Assessment: 2014 FCAT Science 2.0

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 FCAT 2.0 Reading, 64 percent of the students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 72 percent of students to score at Level 3 or above, an increase of 8 percentage points.	\$8,000
G3.	On the 2013 FCAT 2.0 Mathematics, 64 percent of the students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 74 percent of students to score at Level 3 or above, an increase of 10 percentage points.	\$16,000
G4.	On the 2013 FCAT 2.0 Science, 44 percent of the students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 50 percent of students to score at Level 3 or above, an increase of 6 percentage points.	\$5,000
G5.	Increase the number of students participating in Project Based Learning in STEM from 0 projects to 50 projects or more on Science Fair Projects.	\$1,000
G6.	Students missing 10% or more of instructional time will decrease by 1 percentage point to 7%. Students who receive two or more behavioral referrals will maintain or decrease to 1%. Students retained in PreK to Grade 5 will decrease by 1 percentage point.	\$1,000
Total		\$31,000

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Other	Total
Title I and Title III Funds	\$16,000	\$0	\$0	\$16,000
Title I and Title III	\$13,000	\$1,000	\$0	\$14,000
PTA	\$0	\$0	\$1,000	\$1,000
Total	\$29,000	\$1,000	\$1,000	\$31,000

Budget Details

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

G1. On the 2013 FCAT 2.0 Reading, 64 percent of the students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 72 percent of students to score at Level 3 or above, an increase of 8 percentage points.

G1.B2 On the 2013 FCAT 2.0 Reading 29 percent of students scored at Level 3. Students experienced difficulty in Reporting Category 3. Students experience difficulty identifying and interpreting elements of story structure within a text.

G1.B2.S1 Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. On a daily basis a strong emphasis on crunch-time activities is placed on targeting students skills within the school day and during Saturday Academy sessions.

Action Step 1

During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency. Instruction should include opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Students should compare and contrast the point of view from different stories narrated and be able to describe how a narrator's point of view influences how events are described. Useful instructional strategies include: • Author's Toolbox for bringing a character to life • story map, • text feature chart, • text feature analysis, • Somebody/wanted/but/so Reading Extended Learning Modules will be implemented. Students will participate in after-school tutoring. Students will participate in Saturday Reading Academy.

Resource Type

Personnel

Resource

After School Tutoring

Funding Source

Title I and Title III Funds

Amount Needed

\$8,000

G3. On the 2013 FCAT 2.0 Mathematics, 64 percent of the students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 74 percent of students to score at Level 3 or above, an increase of 10 percentage points.

G3.B1 On the 2013 FCAT 2.0 Mathematics 64 percent of all students scored Level 3 or above. The goal for 2013 was 71 percent. Students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems. According to the results of the 2013 FACT 2.0, students in Grades 3 experienced difficulty in Reporting Category Number: Operations, Problems, Statistics, Geometry and Measurement. Students in Grades 4 experienced difficulty in Reporting Category Number: Operations and Problems. Students in Grades 5 experienced difficulty in Reporting Category Number: Base Ten and Fractions.

G3.B1.S1 Provide students with opportunities to foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations. On a daily basis a strong emphasis on crunch-time activities is placed on targeting students skills within the school day and during Saturday Academy sessions.

Action Step 1

In grade three teachers will utilize Mathematical Practices of the Common Core Standards, support fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs. Teachers will foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. Students will be provided with opportunities to:

- apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division
- describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction or multiplication
- identify the fact families that demonstrate the inverse relationship between multiplication and division

In grade four teachers will utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of multi-digit multiplication, patterns, expressions and equations. Students will be provided with opportunities to:

- multiply multi-digit whole numbers through four digits, including solving real world problems and checking reasonableness of results
- describe and generalize an algebraic rule for a graphic or numeric pattern or relationship, including functions with two operations.

In grade five teachers will utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of multi-digit division, and addition and subtraction with fractions, mixed numbers, and decimals. Students will be provided with opportunities to:

- identify and graph integers on a number line; compare and order integers
- interpret solutions to division situations, including remainders

Math Extended Learning Packets will be implemented. Math Jump Start will be utilized. Students will participate in after-school tutoring.

Resource Type

Personnel

Resource

After School Tutoring

Funding Source

Title I and Title III

Amount Needed

\$8,000

G3.B2 On the 2013 FCAT 2.0 Mathematics 64 percent of Hispanic students scored Level 3 or above. The goal for 2013 was 71 percent. Hispanic students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

G3.B2.S1 Students will be provided with multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems. On a daily basis a strong emphasis on crunch-time activities is placed on targeting students skills within the school day and during Saturday Academy sessions.

Action Step 1

Students will discuss and write about mathematics in their daily journals and will have daily practice in reading, writing and solving word problems related to real world situations. • Daily use of journals to answer questions about math operations including “how” and “why” will assist in developing skills. As students become increasingly proficient, complexity of the problems will increase and scaffolding of skills will decrease. • Math Journal Techniques PD will be scheduled for the second week of September. ELL teachers will share additional strategies as needed. Math Extended Learning Packets will be implemented. Math Jump Start will be utilized. Students will participate in after-school tutoring.

Resource Type

Personnel

Resource

After School Tutoring

Funding Source

Title I and Title III Funds

Amount Needed

\$8,000

G4. On the 2013 FCAT 2.0 Science, 44 percent of the students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 50 percent of students to score at Level 3 or above, an increase of 6 percentage points.

G4.B1 On the 2013 FCAT 2.0 Science 28 percent of students scored at Level 3. Students experienced difficulty in Reporting Category 3. Performance data for students scoring at Level 3 on the 2013 FCAT 2.0 indicates that there is a deficiency with Physical Science. Students performing at mastery level of this reporting category will generally be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

G4.B1.S1 Students need to be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Action Step 1

Teachers will promote the use of instructional technology (Gizmo) to enhance and re-mediate student conceptual understanding of topics being addressed. By increasing the rigor in science writing through the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards, students will increase achievement. • Journals will be utilized to explore current issues in science.

Resource Type

Personnel

Resource

After School Tutoring

Funding Source

Title I and Title III

Amount Needed

\$5,000

G5. Increase the number of students participating in Project Based Learning in STEM from 0 projects to 50 projects or more on Science Fair Projects.

G5.B1 We have limited number of evidence of completed student projects in STEM, i.e., The Miami Dade STEM EXPO (Science Fair and SECME),

G5.B1.S1 Students will be engaged in the problem solving process through the participation in Project Based Learning.

Action Step 1

Establish a plan and timeline for the development of student projects and increase the participation in Science competitions. • Provide hands-on elementary inquiry-based learning experiences • Encourage the integration of science, mathematics and literacy • Emphasize innovative laboratory experiences

Resource Type

Evidence-Based Program

Resource

Personnel

Funding Source

Title I and Title III

Amount Needed

\$1,000

G6. Students missing 10% or more of instructional time will decrease by 1 percentage point to 7%. Students who receive two or more behavioral referrals will maintain or decrease to 1%. Students retained in PreK to Grade 5 will decrease by 1 percentage point.

G6.B1 Frequent absences due to doctor visits and low active parental involvement. Parents may be unfamiliar with the Attendance Policy.

G6.B1.S1 Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI/RtI team.

Action Step 1

The MTSS/RTI team will monitor students who received two or more attendance referrals providing students with counseling and encouraging parental involvement in this process. A reward system will be established to recognize students for perfect attendance.

Resource Type

Other

Resource

Character Education/Attendance Incentives/Student of the Month Celebration

Funding Source

PTA

Amount Needed

\$1,000