2013-2014 SCHOOL IMPROVEMENT PLAN

Virginia A Boone Highland Oaks School

20500 NE 24TH AVE

Miami, FL 33180

305-931-1770

http://vabhighlandoaks.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	46%

Alternative/ESE Center	Charter School	Minority Rate
No	No	67%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Virginia A Boone Highland Oaks

Principal

Scott H. Saperstein

School Advisory Council chair

Ira L. Levine

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

Name	Title
Scott H. Saperstein	Principal
Irene Hernandez	Assistant Principal
Ira L. Levine	Kindergarten Grade Level Chairperson
Shirley Hendrickson	First Grade Level Chairperson
Morgan Sweetman	Second Grade Level Chairperson
Kristin Hill	Third Grade Level Chairperson
Anna Guerrero	Fourth Grade Level Chairperson
Lizette Weingard	Fifth Grade Level Chairperson
Amy Rosen	Reading Teacher/Liaison
Noreyda Romero	Mathematics Teacher/Liaison
Justin Romanelli	Science Teacher/Liaison
Terri Shenberg	SPED Teacher/Liaison
Jennifer Hornstein	School Psychologist
Carol Rumble	School Social Worker
Leigh-Ann Thornsberry	Speech/Language Pathologist
Ana Leidy	Counselor

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal - 1
UTD Steward - 1
Teachers - 5
Alternate Teacher - 1
Educational Support - 1
Alternate Educational Support - 1
Parents - 6
Alternate Parent - 1
Student - 1
Alternate student - 1
Business/Community Representative (BCR) - 2

Involvement of the SAC in the development of the SIP

The School Advisory Council in coordination with the Principal and the MTSS Leadership Team helped to develop the School Improvement Plan. The Leadership Team, with continuous input from the School Advisory Council will monitor and adjust the school's academic goals through data gathering and data analysis. The Leadership Team will continuously monitor the fidelity of delivery of instruction as well as provide various levels of academic support and interventions to students based on data analysis and teacher recommendations. The Leadership Team will share information with the School Advisory Council about the status of our continuous improvement model.

Activities of the SAC for the upcoming school year

The School Advisory Council (SAC) has an important function directly related to the academic success of the students at Virginia A. Boone Highland Oaks Elementary School.
The following are some of the examples of the functions of our SAC:
Assist the school in reviewing and evaluating data and seek ways and means to improve student achievement.
Expand the number of Dade Partners and community involvement.
Analyze the School Climate Survey and seek ways to improve targeted areas.
Assist in the development and modifications of the School Improvement Plan.

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

FCAT Incentives - $500
Grade Level Curriculum Initiatives - $3000
Total - $3500

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

N/A

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:

Scott H. Saperstein		
Principal	Years as Administrator: 4	Years at Current School:

Credentials	Degrees: B.S. - SUNY State University of New York; M.S.- Long Island University Educational Specialist - Argosi University Certifications: Social Science (6-12) Guidance & Counseling (K-12) Educational Leadership (K-12)
Performance Record	2013 – School Grade –B Rdg. Proficiency, 74% Math Proficiency, 71% Rdg. Lrg. Gains, 68 points Math Lrg. Gains, 59 points Rdg. Imp. of Lowest 25% - 55 points Math Imp. of Lowest 25%- 38 points Rdg. AMO – No Math AMO – No 2012 – School Grade – A Rdg. Proficiency, 72% Math Proficiency, 69% Rdg. Lrg. Gains, 73 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25%- 72 points Math Imp. of Lowest 25%- 66 points Rdg. AMO – No Math AMO – No '11 '10 '09 School Grade A A A High Standards Rdg. 80 83 76 High Standards Math 78 79 80 Lrng Gains-Rdg. 69 75 58 Lrng Gains-Math 67 68 64 Gains-Rdg-25% 64 59 61 Gains-Math-25% 62 59 58

Irene Hernandez		
Asst Principal	Years as Administrator: 9	Years at Current School: 9

Credentials	Degrees: B.A. in Elementary Education, Fordham University, NYC. M.S. in Bilingual Education, Hunter College, NYC. Certifications: Educational Leadership (K-12) State of Florida Elementary Education (1-6) English (Grades 5-9) Gifted
Performance Record	2013 – School Grade –B Rdg. Proficiency, 74% Math Proficiency, 71% Rdg. Lrg. Gains, 68 points Math Lrg. Gains, 59 points Rdg. Imp. of Lowest 25% - 55 points Math Imp. of Lowest 25%- 38 points Rdg. AMO – No Math AMO – No 2012 – School Grade – A Rdg. Proficiency, 80% Math Proficiency, 72% Rdg. Lrg. Gains, 79 points Math Lrg. Gains, 68 points Rdg. Imp. of Lowest 25%- 57 points Math Imp. of Lowest 25%-65 points Rdg. AMO – No Math AMO – No '11 '10 '09 School Grade A A A High Standards Rdg. 92 90 90 High Standards Math 90 89 90 Lrng Gains-Rdg. 76 77 67 Lrng Gains-Math 71 67 78 Gains-Rdg-25% 65 63 74 Gains-Math-25% 65 63 70

Classroom Teachers

# of classroom teachers
53

 # receiving effective rating or higher
53, 100%

 # Highly Qualified Teachers
92%

 # certified in-field
50, 94%

 # ESOL endorsed
41, 77%

 # reading endorsed
5, 9%

 # with advanced degrees
26, 49%

 # National Board Certified
2, 4%

 # first-year teachers
2, 4%

 # with 1-5 years of experience
9, 17%

 # with 6-14 years of experience
16, 30%

 # with 15 or more years of experience
26, 49%

Education Paraprofessionals

# of paraprofessionals
5

 # Highly Qualified
5, 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

Strategies
• Regular meetings of new teachers with Principal.
• Partnering new teachers with veteran staff.
• Soliciting referrals from current employees.
Responsible People
• Principal
• Assistant Principal

Teacher Mentoring Program/Plan

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

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

Veteran mentor teachers holding Clinical Ed. Certification will be paired with assigned mentees for the purpose of enhancing instructional strategies of teachers with 1 - 5 years of experience. Mentoring activities will include weekly articulation as well as common planning.

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

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

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

The MTSS/RtI Leadership Team at V.A.B. Highland Oaks Elementary will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our schools, our teachers, and in our students?
The MTSS/RtI Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
• Holding regular team meetings where problem solving is the sole focus.
• Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
• Determining how we will know if students have made expected levels of progress towards proficiency.
• Respond when grades, subject areas, classes, or individual students have not shown a positive response.
• Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
• Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
• Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
The second level of support (Tier 2) consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Select students for SST Tier 3 intervention.
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS/RtI Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS/RtI End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.
While the SIP plan does not focus on the primary (untested) grades, the MTSS/RtI Leadership Team

extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Tier 1 – Leadership Team
Scott Saperstein, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
Irene Hernandez, Assistant Principal: Assists the principal in providing a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
Select General Education Teachers: (Primary and Intermediate):
•Ira Levine, Kindergarten Level Chairperson
•Shirley Hendrickson, First Grade Level Chairperson
•Morgan Sweetman, Second Grade Level Chairperson
•Kristin Hill, Third Grade Level Chairperson
•Anna Guerrero, Fourth Grade Level Chairperson
•Lizette Weingard, Fifth Grade Level Chairperson
These teachers provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.
Amy Rosen, Reading Teacher/Liaison
Noreyda Romero, Mathematics Teacher/Liaison
Justin Romanelli, Science Teacher/Liaison
Terri Shenberg, SPED Teacher/Liaison
These teachers develop, lead, and evaluate school core content standards/programs and identify and analyze existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children to be considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.
Dr. Jennifer Hornstein, School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
Carol Rumble, School Social Worker: Participates in initial school support team meetings; collects and interprets information for social histories and independent functioning assessments (SIB-R's).
Leigh-Ann Thornsberry, Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of students' needs with respect to language skills.
Ana Leidy, Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students, small groups and whole groups. In addition to providing interventions, our school counselor continues to link child-serving and community agencies to

the school and families to support the child's academic, emotional, behavioral, and social success.
In addition to Tier 1 problem solving, the Leadership Team members will meet quarterly to review consensus, infrastructure, and implementation of building level MTSS/RtI.
Tier 2
The grade level chair along with the counselor will conduct regular meetings to evaluate intervention efforts for students by subject and grade. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3-SST
The assistant principal, the counselor, the school psychologist, and the SPED teacher as well as the general education teacher and the parent/guardian make up the Tier 3 SST Problem Solving Team.
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Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

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

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

Data Sources
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• STAR Reading Assessment
• Oral Reading Fluency Measures
• Voyager Phonemic Awareness and Phonics Measures
• Success Maker Utilization and Progress Reports
• Interim Assessments
• State/Local Math and Science Assessments
• FCAT
• Student grades
• School site specific assessments
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals for student behavior
• Attendance
• Functional Assessment
• Frequency Monitoring

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

The school will participate in the MTSS/RtI district professional development which consists of:
• Administrators will attend district trainings in MTSS/RtI foundations and MTSS/RtI problem solving at

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

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 5,400

Before and during school tutorial programs are offered to those students who need additional practice in reading and math. Students enrolled in our After School Care Program receive daily homework help and weekly computer lab time.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Data is collected and the team meets during grade level meetings to engage in the following activities: Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success. Review universal screening data by gathering ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Who is responsible for monitoring implementation of this strategy?

Administration monitors the fidelity of delivery of instruction as well as provide various levels of academic support and interventions to students based on data analysis and teacher recommendation.

Literacy Leadership Team (LLT)

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

Name	Title
Scott H. Saperstein	Principal
Irene Hernandez	Assistant Principal
Amy Rosen	Reading Teacher/Liaison
Reina Rubens	ELL Teacher
Aliza Sebag	Special Area Teacher
Ana Leidy	Counselor
Leigh Ann Thornsberry	Speech/Language Pathologist
Ira Levine	Kindergarten Grade Level Chairperson
Shirley Hendrickson	First Grade Level Chairperson
Morgan Sweetman	Second Grade Level Chairperson
Kristin Hill	Third Grade Level Chairperson
Anna Guerrero	Fourth Grade Level Chairperson
Lizette Weingard	Fifth Grade Level Chairperson

How the school-based LLT functions

The Literacy Leadership Team at V.A.B. Highland Oaks Elementary school will meet monthly. The team will analyze data and look for data trends. They will adjust curriculum and provide strategies for differentiated instruction. Furthermore, the LLT will drive decisions regarding targeted professional development and create student growth trajectories in order to identify and develop interventions.

Major initiatives of the LLT

The major initiatives this year for the LLT will include correlating the existing Instructional Focus Calendar and Pacing Guides to the Next Generation Sunshine State Standards and Common Core Standards and to develop a stronger school wide program for Literary Analysis: Fiction and Non-Fiction. The LLT will continue to monitor intervention groups and adjust curriculum as needed.

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

Virginia A. Boone Highland Oaks Elementary School offers two Pre-K/SPED programs. One is a reverse mainstream program and the other is a LEAP program. LEAP stands for Learning Experiences – An Alternative Program for Preschoolers and Parents. LEAP was designed for a specific group of pre-school children with special needs, including children with autism spectrum disorders such as autism and Asperger Syndrome. It teaches very young children with autism alongside children without autism spectrum disorders. The role model children are trained to help each child with an autism spectrum disorder meet individually designed objectives.
The reverse mainstream program has been established to encourage the mainstreaming and inclusion of children with varying exceptionalities and non-disabled children, ages 4 to 5 years. The inclusion model is one of the models implemented at our school to provide age appropriate role models in a self-

contained classroom setting.

The two programs are delivered by two full-time teachers, two full-time paraprofessionals, one part-time paraprofessional and support services personnel. Parents agree to participate in parent training and support sessions.

Many of the SWD students return to their home school for specialized Kindergarten programs. Many of the role model Pre-K students also return to their home school for a traditional Kindergarten program. The students who return to their home schools, along with those who remain at Virginia A. Boone Highland Oaks Elementary School, are provided several transitional experiences from Pre-K into Kindergarten:

• A battery of tests are administered to the students at the beginning and at the end of the school year:

• The Phonological and Early Literacy Inventory (PELI), the Battelle Developmental Inventory-2 (BDI-2), and the Devereux Early Childhood Assessment (DECA). The scores and computerized charting are printed and used to assess student progress.

• Students in the Pre-K make visits to the Kindergarten classrooms toward the end of the school year Additionally, PreK and Kindergarten teachers take part in vertical articulation.

• A PowerPoint presentation is made available for parents and delivered in a Pre-K to Kindergarten transition meeting. Also, families of newly registered Kindergarten students will receive information via the school's website.

The staff responsible for implementing these strategies is made up of the Pre-Kindergarten teachers, paraprofessionals, counselor and the School Support Team. In order to ensure appropriate readiness into the Kindergarten classroom, grade level articulation meetings are held. The Pre-Kindergarten teachers become familiar with the Kindergarten Grade Level Expectations and prepare the students accordingly.

Expected Improvements

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

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	83%	74%	No	85%
American Indian		0%		
Asian		81%		
Black/African American	56%	63%	Yes	60%
Hispanic	86%	68%	No	87%
White	92%	82%	No	93%
English language learners	76%	52%	No	78%
Students with disabilities	41%	38%	No	47%
Economically disadvantaged	70%	60%	No	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	79	22%	24%
Students scoring at or above Achievement Level 4	178	51%	52%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		69%	72%
Students in lowest 25% making learning gains (FCAT 2.0)		56%	60%

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)	39	45%	51%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	27	31%	38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	23	27%	34%

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	89	72%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

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	83%	71%	No	84%
American Indian		0%		
Asian		95%		
Black/African American	53%	57%	Yes	57%
Hispanic	84%	64%	No	86%
White	91%	82%	No	92%
English language learners	88%	63%	No	90%
Students with disabilities	41%	33%	No	47%
Economically disadvantaged	71%	54%	No	74%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	23%	25%
Students scoring at or above Achievement Level 4	164	47%	48%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		58%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		39%	45%

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	83%		No	84%
American Indian				
Asian				
Black/African American	53%		No	57%
Hispanic	84%		No	86%
White	91%		No	92%
English language learners	88%		No	90%
Students with disabilities	41%		No	47%
Economically disadvantaged	71%		No	74%

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	20	23%	26%
Students scoring at or above Achievement Level 4	24	28%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		2
Participation in STEM-related experiences provided for students	0	0%	95%

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	35	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	18	2%	1%
Students who are not proficient in reading by third grade	40	28%	25%
Students who receive two or more behavior referrals	51	7%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	16	2%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Parental Involvement is encouraged in school activities such as Career Day, Cultural Arts Day, Carnival/Family Fun Day, PTA Meetings, Winter and Spring Chorus Presentations, Pizza and Pasta Night, etc.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent participation in 3 or more school activities.	114	55%	60%

Goals Summary

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 74% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the amount of students by 11 percentage points to 85%.

G2. The results of the 2013 FCAT Writing Test indicate that 72% of students scored at Achievement Level 3.5 and higher. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 75%.

G3. The results of the 2013 FCAT2.0 Mathematics Test indicate that 71% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase students' proficiency by 12 percentage point to 83%.

G4. The results of the 2013 FCAT 2.0 Science Test indicate that 51% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase students' proficiency by 4 percentage points to 55%.

G5. During the 2012-2013 school year, fifth grade students did not participate in any STEM-related experiences. Given the opportunity to participate in multiple activities, our goal is to have 95% student participation in two STEM-related activities.

G6. N/A

G7. N/A

G8. Our goal for the 2013-14 school year is to decrease the number of students who miss instructional time, the amount of students who receive referrals leading to suspensions, who are retained in grades Pre-K -5, and not proficient in Reading by Grade 3.

G9. Based on results of 2012-2013 school-site parent survey, 55% of parents surveyed attended 3 or more activities. This is an increase of 5 percentage points from the previous year. Our goal is to increase participation by 5 percentage points to 60%.

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 74% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the amount of students by 11 percentage points to 85%.

Targets Supported

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

Resources Available to Support the Goal

- SuccessMaker

- FCAT Explorer

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Reading Test indicate that 22% of students achieved Level 3 proficiency. The greatest area of deficiency for students achieving Level 3 was in the Reporting Category: Informational Text/Research Process. Particularly reading and organizing informational text and text features to perform a task.

- The results of the 2013 FCAT 2.0 Reading Test indicate that 51% of students achieved Level 4 and 5 proficiency. The greatest area of deficiency for students achieving Levels 4 and 5 was in the Reporting Category: Informational Text/Research Process. Particularly determining the validity and reliability of information in text.

- As noted on the 2013 FCAT 2.0 Reading Test, the percent of students making learning gains decreased by ten percentage points from the previous year. The greatest area of deficiency for students making learning gains was in the Reporting Category: Informational Text/Research Process.

- As noted on the 2013 FCAT 2.0 Reading Test, 56% of students in the Lowest 25% made learning gains. The greatest area of deficiency for students in the lowest 25% making learning gains was in the Reporting Category: Informational Text/Research Process.

- As noted on the 2013 FCAT 2.0 Reading Test, students in the White subgroup did not meet their AMO target of 92%. Students demonstrate a need for additional support in the Reporting Category: Informational Text/Research Process. Particularly reading and organizing informational text and text features to perform a task.

- As noted on the 2013 FCAT 2.0 Reading Test, students in the Hispanic and ELL subgroup did not meet their AMO targets of 86% and 76%, respectively. Students demonstrate a need for additional support in the Reporting Category: Vocabulary: Multiple Meanings in context, as well as base words and affixes.

- As noted on the 2013 FCAT 2.0 Reading Test, the Students with Disabilities subgroup did not meet their AMO target of 41%. Students demonstrate a need for additional support in the Reporting Category: Reading Application: Identify and understand main idea/message, relevant details, chronological order, conclusions/ inferences, cause and effect.

- The results of the 2013 CELLA Test indicate that 45% of students achieved proficiency in the area of Listening and Speaking. The greatest area of deficiency in this area was in 4th grade. This was due to limited opportunities for students to practice listening and speaking skills.

- The results of the 2013 CELLA Test indicate that 31% of students achieved proficiency in the area of Reading. The greatest area of deficiency in this area was in 3rd grade . This is due to limited knowledge of words and word relationships.

- The results of the 2013 CELLA Test indicate that 27% of students achieved proficiency in the area of Writing. The greatest area of deficiency in this area was in 3rd grade. This could be due to the fact that students require additional support in building vocabulary skills.

- As noted on the 2013 FCAT 2.0 Reading Test, students in the ED subgroup did not meet their AMO target of 70%. Students demonstrate a need for additional support in the Reporting Category: Informational Text/Research Process. Particularly reading and organizing informational text and text features to perform a task.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the LLT will review students' assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible
LLT, Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative Assessments: In-house assessments, Edusoft data reports, District Interim Assessments, Progress Monitoring Reporting Network (PMRN). Summative Assessment: 2014 FCAT 2.0

G2. The results of the 2013 FCAT Writing Test indicate that 72% of students scored at Achievement Level 3.5 and higher. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 75%.

Targets Supported
- Writing

Resources Available to Support the Goal
- BrainPOP

Targeted Barriers to Achieving the Goal
- The only area of deficiency as noted on the 2013 FCAT Writing Test was in the percentage of students who scored a 4.0 or higher. These students demonstrated difficulty in narrative writing, specifically the use of proper spelling and conventions.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the LLT will review students' assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible
Administration, LLT

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: Effectiveness will be determined through FCAT Writing Rubric, monthly writing assessments, District Pre and Post Tests. Summative: 2014 FCAT Writing results.

G3. The results of the 2013 FCAT2.0 Mathematics Test indicate that 71% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase students' proficiency by 12 percentage point to 83%.

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

- Brain POP

- FCAT Explorer

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 23% of students achieved Level 3 proficiency. An area of deficiency for students achieving Level 3 was in 3rd grade in the Reporting Category: Number: Operations, Problems and Statistics.

- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 23% of students achieved Level 3 proficiency. An area of deficiency for students achieving Level 3 was in 4th grade in the Reporting Category: Number: Base Ten and Fractions.

- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 23% of students achieved Level 3 proficiency. An area of deficiency for students achieving Level 3 was in 5th grade in the Reporting Category: Geometry and Measurement.

- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 47% of students achieved Level 4 and 5 proficiency. An area of deficiency for students achieving Level 4 and 5 was in 3rd grade in the Reporting Category: Number: Operations, Problems and Statistics.

- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 47% of students achieved Level 4 and 5 proficiency. An area of deficiency for students achieving Levels 4 and 5 was in 4th grade in the Reporting Category: Number: Base Ten and Fractions.

- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 47% of students achieved Level 4 and 5 proficiency. An area of deficiency for students achieving Levels 4 and 5 was in 5th grade in the Reporting Category: Geometry and Measurement.

- As noted on the 2013 FCAT 2.0 Mathematics Test, 58% of the students made learning gains. The greatest area of deficiency for students making learning gains was in the Reporting Category: Geometry and Measurement.

- As noted on the 2013 FCAT 2.0 Mathematics Test, 39% of the students in the Lowest 25% made learning gains. The greatest area of deficiency was in the Reporting Category: Fractions.

- As noted on the 2013 FCAT2.0 Mathematics Test, students in the White subgroup did not meet their AMO target of 91%. Students demonstrate a need for additional support in the Reporting Category: Geometry and Measurement.

- As noted on the 2013 FCAT2.0 Mathematics Test, students in the Hispanic subgroup did not meet their AMO target of 84%. Students demonstrate a need for additional support in the Reporting Category: Number: Fractions.

- As noted on the 2013 FCAT2.0 Mathematics Test, students in the ELL subgroup did not meet their AMO target of 88%. Students demonstrate a need for additional support in the Reporting Category: Number: Operations and Problems.

- As noted on the 2013 FCAT2.0 Mathematics Test, students in the SWD subgroup did not meet their AMO target of 41%. Students demonstrate a need for additional support in the Reporting Category: Number: Operations and Problems.

- As noted on the 2013 FCAT2.0 Mathematics Test, students in the ED subgroup did not meet their AMO target of 71%. Students demonstrate a need for additional support in the Reporting Category: Number: Fractions.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim Assessments and FCAT 2.0

Person or Persons Responsible

Administration, MTSS/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: in-house assessments, District Interim Assessments. Summative: 2014 FCAT 2.0 results

G4. The results of the 2013 FCAT 2.0 Science Test indicate that 51% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase students' proficiency by 4 percentage points to 55%.

Targets Supported

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Discovery Ed

- Brain POP

- Gizmos (Explorer Learning.com)

- Study Jams

Targeted Barriers to Achieving the Goal

- The greatest area of deficiency for students who achieved Level 3 proficiency, as noted on the 2013 FCAT 2.0 Science Test, was in the Category: Nature of Science.

- The greatest area of deficiency for students who achieved Levels 4 and 5 proficiency, as noted on the 2013 FCAT 2.0 Science Test, was in the Category: Nature of Science.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim Assessments and FCAT 2.0

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: Science projects, In-house assessments, District Interim Assessments. Summative: 2014 FCAT 2.0 results.

G5. During the 2012-2013 school year, fifth grade students did not participate in any STEM-related experiences. Given the opportunity to participate in multiple activities, our goal is to have 95% student participation in two STEM-related activities.

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- Discovery Ed
- Gizmos

Targeted Barriers to Achieving the Goal
- The greatest area of concern is lack of student participation in STEM-related activities.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim Assessments and FCAT 2.0

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: In-house assessments, District Interim Assessments. Summative: 2014 FCAT 2.0 results.

G6. N/A

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G7. N/A

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G8. Our goal for the 2013-14 school year is to decrease the number of students who miss instructional time, the amount of students who receive referrals leading to suspensions, who are retained in grades Pre-K -5, and not proficient in Reading by Grade 3.

Targets Supported

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- N/A

Targeted Barriers to Achieving the Goal

- Attendance and tardiness have a direct impact on the loss of instructional time.

- Parents and students require increased awareness of the Code of Student Conduct and the reasons for suspension.

- Targeted students in Pre-K through Grade 5 should be referred to MTSS/RtI Team.

- Parents and teachers of students in Kindergarten through Grade 2 require increased awareness of students who are reading below grade level.

Plan to Monitor Progress Toward the Goal

Monitor Teacher recommendations on SPOT Success reports, monitor COGNOS report on student outdoor suspension rate, and monitor data reports. Initiate a Functional Assessment of Behavior and Behavior Intervention Plan.

Person or Persons Responsible
Administration, MTSS/RtI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
School Daily Attendance Roster, District Truancy Referrals Report, SPOT Success Report and COGNOS Suspension Report, SuccessMaker, and Interim Assessment reports, Stanford Achievement Test, STAR Pre and Post Assessments.

G9. Based on results of 2012-2013 school-site parent survey, 55% of parents surveyed attended 3 or more activities. This is an increase of 5 percentage points from the previous year. Our goal is to increase participation by 5 percentage points to 60%.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- TeacherWeb.com Parent Portal School Website

Targeted Barriers to Achieving the Goal

- Due to the increase of students with out-of-area transfers, there is potential for lack of parental participation for in-school functions.

Plan to Monitor Progress Toward the Goal

Progress will be monitored through the Parent Satisfaction Survey and/or School Climate Survey.

Person or Persons Responsible
Administration, Counselor

Target Dates or Schedule:
On-going

Evidence of Completion:
2013-2014 School-Site Parent Survey

Action Plan for Improvement

Problem Solving Key

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 74% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the amount of students by 11 percentage points to 85%.

G1.B1 The results of the 2013 FCAT 2.0 Reading Test indicate that 22% of students achieved Level 3 proficiency. The greatest area of deficiency for students achieving Level 3 was in the Reporting Category: Informational Text/Research Process. Particularly reading and organizing informational text and text features to perform a task.

G1.B1.S1 Students will read and organize informational text and text features to perform a task.

Action Step 1

Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts.

Person or Persons Responsible

Teachers, Interventionists

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: In-house assessments, Edusoft data reports, District Interim Assessments, Progress Monitoring Reporting Network (PMRN). Summative: 2014 FCAT 2.0 results

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

Utilizing the FCIM, the LLT will review students' assessment reports to monitor progress and to adjust instruction as needed. Administration will be aware of the pacing guides and monitor implementation through classroom walkthroughs.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: In-house assessments, Edusoft data reports, District Interim Assessments, Progress Monitoring Reporting Network (PMRN). Summative: 2014 FCAT 2.0 results

Plan to Monitor Effectiveness of G1.B1.S1

Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs. Data Chats will be conducted between the teachers and administration following assessments.

Person or Persons Responsible

Administration, MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: In-house assessments, District Interim Assessments, Progress Monitoring Reporting Network (PMRN). Summative: 2014 FCAT 2.0 results.

G1.B2 The results of the 2013 FCAT 2.0 Reading Test indicate that 51% of students achieved Level 4 and 5 proficiency. The greatest area of deficiency for students achieving Levels 4 and 5 was in the Reporting Category: Informational Text/Research Process. Particularly determining the validity and reliability of information in text.

G1.B2.S1 Students will determine the validity and reliability of information within and across texts.

Action Step 1

Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students should make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative: In-house assessments, Edusoft data reports, District Interim Assessments, Progress Monitoring Reporting Network (PMRN). Summative: 2014 FCAT 2.0 results

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

Administration will ensure that teachers are meeting the needs of students through intervention strategies as indicated in their lesson plans.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

On-going

Evidence of Completion

Formative: In-house assessments, District Interim Assessments, Progress Monitoring Reporting Network (PMRN). Summative: 2014 FCAT 2.0 results.

Plan to Monitor Effectiveness of G1.B2.S1

Ongoing monitoring and assessments will be implemented focusing on descriptive and figurative language.

Person or Persons Responsible

Administration, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: In-house assessments, District Interim Assessments, Progress Monitoring Reporting Network (PMRN). Summative: 2014 FCAT 2.0 results.

G1.B3 As noted on the 2013 FCAT 2.0 Reading Test, the percent of students making learning gains decreased by ten percentage points from the previous year. The greatest area of deficiency for students making learning gains was in the Reporting Category: Informational Text/Research Process.

G1.B3.S1 The school will facilitate a tutoring/intervention program, during school for targeted students 2 times per week, as well as a 4-week Saturday school tutorial program.

Action Step 1

Ongoing review of SuccessMaker Tier 2 Intervention data to monitor and ensure progress.

Person or Persons Responsible

Teachers, Interventionists

Target Dates or Schedule

On-going

Evidence of Completion

Data Chats will be conducted between the teachers and administration following assessments.

Facilitator:

Emily Brause, SuccessMaker Webinars

Participants:

Reading Language/Arts Teachers and Interventionists in Grades 3-5

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

Parental support and attendance in Saturday school tutorial programs will be strongly encouraged.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

On-going

Evidence of Completion

Ongoing monitoring and assessments will be implemented throughout the tutoring programs

Plan to Monitor Effectiveness of G1.B3.S1

Ongoing monitoring and assessments will be implemented throughout the tutoring programs. Ongoing review of Custom Group Edusoft Data to monitor progress and ensure that the resources being used are appropriate. Data Chats will be conducted between the teachers and administration following assessments

Person or Persons Responsible

Administration, Literacy Leadership Team, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: In-house assessments, Edusoft data reports, District Interim Assessments, Progress Monitoring Reporting Network (PMRN). Summative: 2014 FCAT 2.0 results

G1.B4 As noted on the 2013 FCAT 2.0 Reading Test, 56% of students in the Lowest 25% made learning gains. The greatest area of deficiency for students in the lowest 25% making learning gains was in the Reporting Category: Informational Text/Research Process.

G1.B4.S1 The school will facilitate a tutoring program, during school for targeted students 2 times per week, as well as a 4-week Saturday school tutorial program.

Action Step 1

Successmaker interventions, assessments and ongoing monitoring and will be implemented throughout the tutoring programs.

Person or Persons Responsible

Teachers, Interventionists

Target Dates or Schedule

On-going

Evidence of Completion

Chats will be conducted between the teachers and administration following assessments.

Facilitator:

Emily Brause, Successmaker Webinars

Participants:

Reading/Language Arts Teachers and Interventionists

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

Parental support and attendance in Saturday school tutorial programs will be strongly encouraged.Ongoing review of Custom Group Edusoft Data to monitor progress and ensure that the resources being used are appropriate.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

In-house assessments, Edusoft data reports

Plan to Monitor Effectiveness of G1.B4.S1

Chats will be conducted between the teachers and administration following assessments.

Person or Persons Responsible

Admimistration, LLT, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

In-house assessments, Edusoft data reports

G1.B5 As noted on the 2013 FCAT 2.0 Reading Test, students in the White subgroup did not meet their AMO target of 92%. Students demonstrate a need for additional support in the Reporting Category: Informational Text/Research Process. Particularly reading and organizing informational text and text features to perform a task.

G1.B5.S1 In grades 3-5, students will be given additional exposure to a variety of texts for the purpose of identifying and interpreting elements of story structure within and across texts.

Action Step 1

During differentiated instruction teachers will use text feature charts for text feature analysis.

Person or Persons Responsible

Teachers, Interventionists

Target Dates or Schedule

On-going

Evidence of Completion

Ongoing monitoring and assessments will be implemented throughout the tutoring programs.

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

Ongoing review of Custom Group Edusoft Data to monitor progress and ensure that the resources being used are appropriate.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Edusoft data reports

Plan to Monitor Effectiveness of G1.B5.S1

Chats will be conducted between the teachers and administration following assessments.

Person or Persons Responsible

Administration, LLT, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

In-house assessments, Edusoft data reports

G1.B6 As noted on the 2013 FCAT 2.0 Reading Test, students in the Hispanic and ELL subgroup did not meet their AMO targets of 86% and 76%, respectively. Students demonstrate a need for additional support in the Reporting Category: Vocabulary: Multiple Meanings in context, as well as base words and affixes.

G1.B6.S1 In grades 3-5, students will be given additional exposure to the meanings of words, phrases, and expressions. They will also be able to use sentence and word context to determine meaning.

Action Step 1

During differentiated instruction, teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. Students should practice using context clues to distinguish the correct meaning of words that have multiple meanings.

Person or Persons Responsible

Teachers, interventionists

Target Dates or Schedule

on-going

Evidence of Completion

Ongoing monitoring and assessments will be implemented throughout the interventions.

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

Ongoing review of Custom Group Edusoft Data to monitor progress and ensure that the resources being used are appropriate.

Person or Persons Responsible

Administration, Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

In-house assessments, Edusoft data reports

Plan to Monitor Effectiveness of G1.B6.S1

Ongoing review of Custom Group Edusoft Data to monitor progress and ensure that the resources being used are appropriate.

Person or Persons Responsible

Administration, LLT, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Edusoft data reports

G1.B7 As noted on the 2013 FCAT 2.0 Reading Test, the Students with Disabilities subgroup did not meet their AMO target of 41%. Students demonstrate a need for additional support in the Reporting Category: Reading Application: Identify and understand main idea/message, relevant details, chronological order, conclusions/ inferences, cause and effect.

G1.B7.S1 In grades 3-5, students will be given additional exposure to appropriate texts that include main idea which may be stated or implied. Students should be able to identify a correct summary statement as well as causal relationships embedded in text.

Action Step 1

Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must understand how patterns support the main idea. Students need practice in making inferences, drawing conclusions, and identifying implied main idea.

Person or Persons Responsible

Teachers, Interventionists

Target Dates or Schedule

On-going

Evidence of Completion

Ongoing monitoring and assessments will be implemented throughout the interventions.

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

Ongoing review of Custom Group Edusoft Data to monitor progress and ensure that the resources being used are appropriate.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Edusoft data reports

Plan to Monitor Effectiveness of G1.B7.S1

Chats will be conducted between the teachers and administration following assessments.

Person or Persons Responsible

Administration, LLT, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

In-house assessments, Edusoft data reports

G1.B8 The results of the 2013 CELLA Test indicate that 45% of students achieved proficiency in the area of Listening and Speaking. The greatest area of deficiency in this area was in 4th grade. This was due to limited opportunities for students to practice listening and speaking skills.

G1.B8.S1 Teachers will provide students with practice in speaking and listening through prepared dialogues.

Action Step 1

Teachers will use ESOL strategies that help students develop oral language skills such as modeling, choral speaking, language experience approach and cooperative learning.

Person or Persons Responsible

Reading Teacher, ESOL Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Ongoing monitoring and assessments will be implemented focusing on oral language development.

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

Administration will ensure that teachers are meeting the needs of students through ESOL strategies as indicated in their lesson plans.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

On-going

Evidence of Completion

In-house assessments, Edusoft data reports

Plan to Monitor Effectiveness of G1.B8.S1

Chats will be conducted between the teachers and administration following assessments.

Person or Persons Responsible

Administration, LLT, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

In-house assessments, Edusoft data reports

G1.B9 The results of the 2013 CELLA Test indicate that 31% of students achieved proficiency in the area of Reading. The greatest area of deficiency in this area was in 3rd grade . This is due to limited knowledge of words and word relationships.

G1.B9.S1 Words having more than one meaning must be presented in context and reviewed periodically in order for students to internalize the use and meanings of each word.

Action Step 1

Teachers will use ESOL reading strategies that help students determine meanings of words by using context clues. Instruction will allow students to build their general knowledge of words and word relationships. Teachers will provide students with practice in recognizing word relationships and identifying the multiple meanings of words. Instruction will provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading throughout the early grades.

Person or Persons Responsible

Reading Teachers, Interventionists, ESOL Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Administration will ensure that teachers are meeting the needs of students through ESOL strategies as indicated in their lesson plans and through classroom walk-throughs.

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

Ongoing monitoring and assessments will be implemented focusing on identifying context clues, base words, prefixes, suffixes, antonyms, synonyms, etc.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

On-going

Evidence of Completion

In-house assessments, Edusoft data reports, District Interim Assessments

Plan to Monitor Effectiveness of G1.B9.S1

Chats will be conducted between the teachers and administration following assessments.

Person or Persons Responsible

Administration, LLT, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Edusoft data reports, District Interim Assessments

G1.B10 The results of the 2013 CELLA Test indicate that 27% of students achieved proficiency in the area of Writing. The greatest area of deficiency in this area was in 3rd grade. This could be due to the fact that students require additional support in building vocabulary skills.

G1.B10.S1 Teachers will provide more instruction in vocabulary skills using ESOL strategies.

Action Step 1

During pre-writing activities, teachers will instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships.

Person or Persons Responsible

Reading/Language Arts Teacher, ESOL Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Administration will ensure that teachers are meeting the needs of students through intervention strategies as indicated in their lesson plans and through classroom walk-throughs.

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

Ongoing monitoring and assessments will be implemented focusing on identifying context clues, base words, prefixes, suffixes, antonyms, synonyms, etc.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

On-going

Evidence of Completion

In-house assessments, Edusoft data reports, District Interim Assessments

Plan to Monitor Effectiveness of G1.B10.S1

Chats will be conducted between the teachers and administration following assessments.

Person or Persons Responsible

Administration, LLT, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Edusoft data reports, District Interim Assessments

G1.B11 As noted on the 2013 FCAT 2.0 Reading Test, students in the ED subgroup did not meet their AMO target of 70%. Students demonstrate a need for additional support in the Reporting Category: Informational Text/Research Process. Particularly reading and organizing informational text and text features to perform a task.

G1.B11.S1 Students will read and organize informational text and text features to perform a task.

Action Step 1

During differentiated instruction teachers will use text feature charts for text feature analysis.

Person or Persons Responsible

Teachers, Interventionists

Target Dates or Schedule

On-going

Evidence of Completion

Formative: In-house assessments, Edusoft data reports, District Interim Assessments, Progress Monitoring Reporting Network (PMRN). Summative: 2014 FCAT 2.0 results

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

Ongoing review of Custom Group Edusoft Data to monitor progress and ensure that the resources being used are appropriate.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Edusoft data reports

Plan to Monitor Effectiveness of G1.B11.S1

Chats will be conducted between the teachers and administration following assessments.

Person or Persons Responsible

Administration, LLT, MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

In-house assessments, Edusoft data reports

G2. The results of the 2013 FCAT Writing Test indicate that 72% of students scored at Achievement Level 3.5 and higher. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 75%.

G2.B1 The only area of deficiency as noted on the 2013 FCAT Writing Test was in the percentage of students who scored a 4.0 or higher. These students demonstrated difficulty in narrative writing, specifically the use of proper spelling and conventions.

G2.B1.S1 Analyze writing pre-test prompt given to all students in grades two through four, provide the results to teachers as a teacher training tool and use it to show growth from pre-test to post-test.

Action Step 1

Encourage students to bring precision and interest through vivid expression of ideas and the use of varied language techniques. Use SmartBoards to model writing lessons that address focus, and organizational skills for second, third and fourth grade classes.

Person or Persons Responsible

Reading Language Arts Teachers

Target Dates or Schedule

On-going

Evidence of Completion

District Pre and Post Tests.

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

Through collaboration and lesson planning alignment, student samples will be reviewed and scored by Literacy Leadership Team and selected samples will be submitted monthly for the Pizza Prompt Celebration.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Effectiveness will be determined through FCAT Writing Rubric, Monthly writing assessments, observations, student work, classroom walk-throughs.

Plan to Monitor Effectiveness of G2.B1.S1

Implement the "VABHOE FAB VOCAB" Word of the Week, as well as administer monthly prompts to students in grades one through five to monitor progress and generate enthusiasm from students for writing with incentives (i.e. Pizza Prompt Celebration).

Person or Persons Responsible

Administration, LLT, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Writing Prompts

G3. The results of the 2013 FCAT2.0 Mathematics Test indicate that 71% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase students' proficiency by 12 percentage point to 83%.

G3.B1 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 23% of students achieved Level 3 proficiency. An area of deficiency for students achieving Level 3 was in 3rd grade in the Reporting Category: Number: Operations, Problems and Statistics.

G3.B1.S1 Students will be given additional exposure to number operations through the use of models, place value, and properties of operations to represent mathematical operations as well as equivalent representation of given numbers.

Action Step 1

Provide opportunities for students to use patterns, models, and relationships as contexts for writing and solving simple equations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, in-house assessments, District Interim Assessments

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

Utilizing the FCIM, the LLT will review students' assessment reports to monitor progress and to adjust instruction as needed. Administration will be aware of the pacing guides and monitor implementation through classroom walkthroughs.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

On-going

Evidence of Completion

Formative: in-house assessments, District Interim Assessments. Summative: 2014 FCAT 2.0 results

Plan to Monitor Effectiveness of G3.B1.S1

Administration will be aware of the pacing guides and monitor implementation through classroom walkthroughs. Data Chats will be conducted between the teachers and administration following assessments.

Person or Persons Responsible

Administration,MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: in-house assessments, District Interim Assessments. Summative: 2014 FCAT 2.0 results

G3.B2 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 23% of students achieved Level 3 proficiency. An area of deficiency for students achieving Level 3 was in 4th grade in the Reporting Category: Number: Base Ten and Fractions.

G3.B2.S1 Students will be given additional opportunities to develop an understanding of decimals, including the connection between fractions and decimals; and to generate equivalent fractions and simplify fractions.

Action Step 1

Provide opportunities for students to compare and order fractions, mixed numbers, and decimals in the same or different forms and to generate equivalent fractions or simplify fractions to lowest terms.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Students work, in-house assessments

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

Utilizing the FCIM, the LLT will review students' assessment reports to monitor progress and to adjust instruction as needed. Administration will be aware of the pacing guides and monitor implementation through classroom walkthroughs.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

On-going

Evidence of Completion

Formative: in-house assessments, District Interim Assessments. Summative: 2014 FCAT 2.0 results

Plan to Monitor Effectiveness of G3.B2.S1

Administration will be aware of the pacing guides and monitor implementation through classroom walkthroughs. Data Chats will be conducted between the teachers and administration following assessments.

Person or Persons Responsible

Administration, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: in-house assessments, District Interim Assessments. Summative: 2014 FCAT 2.0 results

G3.B3 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 23% of students achieved Level 3 proficiency. An area of deficiency for students achieving Level 3 was in 5th grade in the Reporting Category: Geometry and Measurement.

G3.B3.S1 Students will be given additional opportunities to use geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area.

Action Step 1

Provide opportunities for students to determine the volume of prisms and determine the surface area of prisms given a graphic or net.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, in-house assessments

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

Utilizing the FCIM, the LLT will review students' assessment reports to monitor progress and to adjust instruction as needed. Administration will be aware of the pacing guides and monitor implementation through classroom walkthroughs.

Person or Persons Responsible

Administration. LLT

Target Dates or Schedule

On-going

Evidence of Completion

Formative: in-house assessments, District Interim Assessments. Summative: 2014 FCAT 2.0 results

Plan to Monitor Effectiveness of G3.B3.S1

Administration will be aware of the pacing guides and monitor implementation through classroom walkthroughs. Data Chats will be conducted between the teachers and administration following assessments.

Person or Persons Responsible

Administration, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: in-house assessments, District Interim Assessments. Summative: 2014 FCAT 2.0 results

G3.B4 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 47% of students achieved Level 4 and 5 proficiency. An area of deficiency for students achieving Level 4 and 5 was in 3rd grade in the Reporting Category: Number: Operations, Problems and Statistics.

G3.B4.S1 Students will be given additional exposure to enrichment activities that promote the use of meanings of numbers to create strategies for solving problems and responding to practical situations.

Action Step 1

Provide opportunities for students to describe and apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, in-house assessments

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

Utilizing the FCIM, the LLT will review students' assessment reports to monitor progress and to adjust instruction as needed. Administration will be aware of the pacing guides and monitor implementation through classroom walkthroughs.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

On-going

Evidence of Completion

Formative: in-house assessments, District Interim Assessments. Summative: 2014 FCAT 2.0 results

Plan to Monitor Effectiveness of G3.B4.S1

Administration will be aware of the pacing guides and monitor implementation through classroom walkthroughs. Data Chats will be conducted between the teachers and administration following assessments.

Person or Persons Responsible

Administration, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: in-house assessments, District Interim Assessments. Summative: 2014 FCAT 2.0 results

G3.B5 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 47% of students achieved Level 4 and 5 proficiency. An area of deficiency for students achieving Levels 4 and 5 was in 4th grade in the Reporting Category: Number: Base Ten and Fractions.

G3.B5.S1 Students will be given opportunities to develop an understanding of decimals, including the connection between fractions and decimals; and to generate equivalent fractions and simplify fractions.

Action Step 1

Provide opportunities for students to relate equivalent fractions and decimals with and without models.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, in-houise assessments

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

Utilizing the FCIM, the LLT will review students' assessment reports to monitor progress and to adjust instruction as needed. Administration will be aware of the pacing guides and monitor implementation through classroom walkthroughs.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

On-going

Evidence of Completion

Formative: in-house assessments, District Interim Assessments. Summative: 2014 FCAT 2.0 results

Plan to Monitor Effectiveness of G3.B5.S1

Administration will be aware of the pacing guides and monitor implementation through classroom walkthroughs. Data Chats will be conducted between the teachers and administration following assessments.

Person or Persons Responsible

Administration, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: in-house assessments, District Interim Assessments. Summative: 2014 FCAT 2.0 results

G3.B6 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 47% of students achieved Level 4 and 5 proficiency. An area of deficiency for students achieving Levels 4 and 5 was in 5th grade in the Reporting Category: Geometry and Measurement.

G3.B6.S1 Students will be given additional exposure to enrichment activities that promote the use of geometric knowledge and spatial reasoning.

Action Step 1

Rrovide opportunities for students to use different strategies to solve problems involving the volume and surface area of prisms

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, in-house assessments, District Interim Assessments

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

Utilizing the FCIM, the LLT will review students' assessment reports to monitor progress and to adjust instruction as needed. Administration will be aware of the pacing guides and monitor implementation through classroom walkthroughs.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student work, in-house assessments, District Interim Assessments

Plan to Monitor Effectiveness of G3.B6.S1

Administration will be aware of the pacing guides and monitor implementation through classroom walkthroughs. Data Chats will be conducted between the teachers and administration following assessments.

Person or Persons Responsible

Administration, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, in-house assessments, District Interim Assessments

G3.B7 As noted on the 2013 FCAT 2.0 Mathematics Test, 58% of the students made learning gains. The greatest area of deficiency for students making learning gains was in the Reporting Category: Geometry and Measurement.

G3.B7.S1 Students will be given opportunities for mathematical exploration and the development understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice.

Action Step 1

Provide opportunities for students to compose, decompose, and transform polygons to build other polygons.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, in-house assessments, District Interim Assessments

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

Utilizing the FCIM, the LLT will review students' assessment reports to monitor progress and to adjust instruction as needed. Administration will be aware of the pacing guides and monitor implementation through classroom walkthroughs.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student work, in-house assessments, District Interim Assessments

Plan to Monitor Effectiveness of G3.B7.S1

Administration will be aware of the pacing guides and monitor implementation through classroom walkthroughs. Data Chats will be conducted between the teachers and administration following assessments.

Person or Persons Responsible

Administration, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, in-house assessments, District Interim Assessments

G3.B8 As noted on the 2013 FCAT 2.0 Mathematics Test, 39% of the students in the Lowest 25% made learning gains. The greatest area of deficiency was in the Reporting Category: Fractions.

G3.B8.S1 Students will be given opportunities for mathematical exploration and the development of understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice.

Action Step 1

Provide opportunities for students to identify a fraction from an area or set model, or vice versa, compare and order fractions with like denominators using a model, and identify an equivalent fraction for one-half and one-fourth using a model.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, in-house assessments, District Interim Assessments

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

Utilizing the FCIM, the LLT will review students' assessment reports to monitor progress and to adjust instruction as needed. Administration will be aware of the pacing guides and monitor implementation through classroom walkthroughs.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student work, in-house assessments, District Interim Assessments

Plan to Monitor Effectiveness of G3.B8.S1

Administration will be aware of the pacing guides and monitor implementation through classroom walkthroughs. Data Chats will be conducted between the teachers and administration following assessments.

Person or Persons Responsible

Administration, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, in-house assessments, District Interim Assessments

G3.B9 As noted on the 2013 FCAT2.0 Mathematics Test, students in the White subgroup did not meet their AMO target of 91%. Students demonstrate a need for additional support in the Reporting Category: Geometry and Measurement.

G3.B9.S1 Students will be given opportunities for mathematical exploration and the development of understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice

Action Step 1

Provide opportunities for students to determine the area of a rectangle or composite shape made only of rectangles on a plane by counting whole units with or without grid lines shown through the rectangle or composite shape, and identify acute, obtuse, right, or straight angles.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, in-house asssessments, and District Interim Assessments

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

Utilizing the FCIM, the LLT will review students' assessment reports to monitor progress and to adjust instruction as needed. Administration will be aware of the pacing guides and monitor implementation through classroom walkthroughs.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student work, in-house assessments, District Interim Assessments

Plan to Monitor Effectiveness of G3.B9.S1

Administration will be aware of the pacing guides and monitor implementation through classroom walkthroughs. Data Chats will be conducted between the teachers and administration following assessments.

Person or Persons Responsible

Administration, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, in-house assessments, District Interim Assessments

G3.B10 As noted on the 2013 FCAT2.0 Mathematics Test, students in the Hispanic subgroup did not meet their AMO target of 84%. Students demonstrate a need for additional support in the Reporting Category: Number: Fractions.

G3.B10.S1 Students will develop an understanding of decimals, including the connection between fractions and decimals; and to generate equivalent fractions and simplify fractions.

Action Step 1

Provide opportunities for students to compare and order commonly used fractions and to identify an equivalent fraction when the given fraction is in simplest form.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, in-house assessments, District Interim Assessments

Plan to Monitor Fidelity of Implementation of G3.B10.S1

Utilizing the FCIM, the LLT will review students' assessment reports to monitor progress and to adjust instruction as needed. Administration will be aware of the pacing guides and monitor implementation through classroom walkthroughs.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student work, in-house assessments, District Interim Assessments

Plan to Monitor Effectiveness of G3.B10.S1

Administration will be aware of the pacing guides and monitor implementation through classroom walkthroughs. Data Chats will be conducted between the teachers and administration following assessments.

Person or Persons Responsible

Administration, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, in-house assessments, District Interim Assessments

G3.B11 As noted on the 2013 FCAT2.0 Mathematics Test, students in the ELL subgroup did not meet their AMO target of 88%. Students demonstrate a need for additional support in the Reporting Category: Number: Operations and Problems.

G3.B11.S1 Students will be given the opportunity for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

Action Step 1

Provide opportunities for students to solve real-world problems using multiplication and the related division facts, as well as translate a written description or a graphic representation to an expression or equation, which may include a symbol to represent an unknown.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, in-house assessments, District Interim Assessments

Plan to Monitor Fidelity of Implementation of G3.B11.S1

Utilizing the FCIM, the LLT will review students' assessment reports to monitor progress and to adjust instruction as needed. Administration will be aware of the pacing guides and monitor implementation through classroom walk-throughs.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student work, in-house assessments, District Interim Assessments

Plan to Monitor Effectiveness of G3.B11.S1

Administration will be aware of the pacing guides and monitor implementation through classroom walk-throughs. Data Chats will be conducted between the teachers and administration following assessments.

Person or Persons Responsible

Administration, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, in-house assessments, District Interim Assessments

G3.B12 As noted on the 2013 FCAT2.0 Mathematics Test, students in the SWD subgroup did not meet their AMO target of 41%. Students demonstrate a need for additional support in the Reporting Category: Number: Operations and Problems.

G3.B12.S1 Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Action Step 1

Provide opportunities for students to solve real-world problems using multiplication and the related division facts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, in-house assessments, District Inerim Assessments

Plan to Monitor Fidelity of Implementation of G3.B12.S1

Utilizing the FCIM, the LLT will review students' assessment reports to monitor progress and to adjust instruction as needed. Administration will be aware of the pacing guides and monitor implementation through classroom walk-throughs.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student work, in-house assessments, District Interim Assessments

Plan to Monitor Effectiveness of G3.B12.S1

Administration will be aware of the pacing guides and monitor implementation through classroom walkthroughs. Data Chats will be conducted between the teachers and administration following assessments.

Person or Persons Responsible

Administration, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, in-house assessments, District Interim Assessments

G3.B13 As noted on the 2013 FCAT2.0 Mathematics Test, students in the ED subgroup did not meet their AMO target of 71%. Students demonstrate a need for additional support in the Reporting Category: Number: Fractions.

G3.B13.S1 Students will be given the opportunity to use meanings of numbers to create strategies for solving problems with fractions and responding to practical situations.

Action Step 1

Provide opportunities for students to use a model to identify a fraction from an area or set, compare and order fractions with like denominators, and identify an equivalent fraction for one-half and one-fourth.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, in-house assessments, District Interim Assessments

Plan to Monitor Fidelity of Implementation of G3.B13.S1

Utilizing the FCIM, the LLT will review students' assessment reports to monitor progress and to adjust instruction as needed. Administration will be aware of the pacing guides and monitor implementation through classroom walk-throughs.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student work, in-house assessments, District Interim Assessments

Plan to Monitor Effectiveness of G3.B13.S1

Administration will be aware of the pacing guides and monitor implementation through classroom walkthroughs. Data Chats will be conducted between the teachers and administration following assessments.

Person or Persons Responsible

Administration, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, in-house assessments, District Interim Assessments

G4. The results of the 2013 FCAT 2.0 Science Test indicate that 51% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase students' proficiency by 4 percentage points to 55%.

G4.B1 The greatest area of deficiency for students who achieved Level 3 proficiency, as noted on the 2013 FCAT 2.0 Science Test, was in the Category: Nature of Science.

G4.B1.S1 Students will be given additional opportunities to communicate verbally and through writing in science journals and in laboratory conclusions as delineated by Common Core Standards.

Action Step 1

With the use of Gizmos on the SmartBoard, students will be able to formulate testable questions, evaluate investigations and experiments, organize data, identify controls, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, lab, journals, in-house assessments, District Interim Assessments

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

Utilizing the FCIM, the LLT will review students' assessment reports to monitor progress and to adjust instruction as needed. Administration will be aware of the pacing guides and monitor implementation through classroom walkthroughs.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student work, Lab journals, in-house assessments, District Interim Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Administration will be aware of the pacing guides and monitor implementation through classroom walkthroughs. Data Chats will be conducted between the teachers and administration following assessments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, Lab journals, in-house assessments, District Interim Assessments

G4.B2 The greatest area of deficiency for students who achieved Levels 4 and 5 proficiency, as noted on the 2013 FCAT 2.0 Science Test, was in the Category: Nature of Science.

G4.B2.S1 Students will be given opportunities to participate in scientific enrichment activities, such as Science Fair and other Project Based Learning activities.

Action Step 1

Ensure that all students have the opportunity to design, create, and present student projects. Establish a plan and timeline for the use of technology and the development of student projects and increase the participation in Science competitions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, lab journals, in-house assessments, District Interim Assessments

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

Utilizing the FCIM, the LLT will review students' assessment reports to monitor progress and to adjust instruction as needed. Administration will be aware of the pacing guides and monitor implementation through classroom walkthroughs.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student work, Lab journals, in-house assessments, District Interim Assessments

Plan to Monitor Effectiveness of G4.B2.S1

Administration will be aware of the pacing guides and monitor implementation through classroom walkthroughs. Data Chats will be conducted between the teachers and administration following assessments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, Lab, Journals, in-house assessments, District Interim Assessments

G5. During the 2012-2013 school year, fifth grade students did not participate in any STEM-related experiences. Given the opportunity to participate in multiple activities, our goal is to have 95% student participation in two STEM-related activities.

G5.B1 The greatest area of concern is lack of student participation in STEM-related activities.

G5.B1.S1 Fifth grade students will participate in a school-wide science fair. They will also have the opportunity to participate in an after-school Robotics Club.

Action Step 1

Students will plan and prepare to participate in a school-wide science fair as well as an after-school Robotics Club.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Mid-Year and End-of-year

Evidence of Completion

Student work, in-house assessments, District Interim Assessments

Facilitator:

German Dulante, Robotics Workshop

Participants:

Grade Four Science Teacher

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

Utilizing the FCIM, the LLT will review students' assessment reports to monitor progress and to adjust instruction as needed. Administration will be aware of the pacing guides and monitor implementation through classroom walkthroughs.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student work, in-house assessments, District Interim Assessments

Plan to Monitor Effectiveness of G5.B1.S1

Administration will be aware of the pacing guides and monitor implementation through classroom walkthroughs. Data Chats will be conducted between the teachers and administration following assessments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, in-house assessments, District Interim Assessments

G8. Our goal for the 2013-14 school year is to decrease the number of students who miss instructional time, the amount of students who receive referrals leading to suspensions, who are retained in grades Pre-K -5, and not proficient in Reading by Grade 3.

G8.B1 Attendance and tardiness have a direct impact on the loss of instructional time.

G8.B1.S1 The school's Counselor will make phone calls to the parents of students who accrue 5 or more unexcused absences and/or tardiness and will identify and refer these students to the ARC (Attendance Review Committee).

Action Step 1

Classes will be challenged by Administration to have the most days of perfect attendance per week. Students with no absences and no tardiness will be rewarded every nine weeks by participating in an Ice Cream Social. Students with Perfect Attendance all year will participate in an End-of-Year celebration.

Person or Persons Responsible

Teachers, Counselor, Administration

Target Dates or Schedule

On-going

Evidence of Completion

School Daily Attendance Roster, District Truancy Referrals Report

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Administrators will review Attendance Rosters as well as meet with Counselor bi-weekly.

Person or Persons Responsible

Administration, Counselor

Target Dates or Schedule

Bi-weekly

Evidence of Completion

School Daily Attendance Roster, District Truancy Referrals Report

Plan to Monitor Effectiveness of G8.B1.S1

Administrators will review Attendance Rosters as well as meet with Counselor bi-weekly.

Person or Persons Responsible

Administrators, Counselor

Target Dates or Schedule

Bi-weekly

Evidence of Completion

School Daily Attendance Roster, District Truancy Referrals Report

G8.B2 Parents and students require increased awareness of the Code of Student Conduct and the reasons for suspension.

G8.B2.S1 The school's guidance counselor will contact parents of students placed on indoor and /or outdoor suspension and provide them with an understanding of the Code of Student Conduct.

Action Step 1

Students and parents will be provided with information on building an understanding of the Code of Student Conduct. Counselor will target specific areas for discussion.

Person or Persons Responsible

Counselor

Target Dates or Schedule

On-going

Evidence of Completion

Parents will confirm through signed form.

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Teacher recommendations on SPOT Success.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

SPOT Success reports

Plan to Monitor Effectiveness of G8.B2.S1

Monitor Teacher recommendations on SPOT Success reports

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

SPOT Success reports

G8.B3 Targeted students in Pre-K through Grade 5 should be referred to MTSS/RtI Team.

G8.B3.S1 The counselor and the school psychologist will assist teachers in initiating the RtI process.

Action Step 1

Teachers will receive procedures for referrals for the RtI Process.

Person or Persons Responsible

School psychologist, Counselor, Teachers

Target Dates or Schedule

During weekly grade level meetings.

Evidence of Completion

An increase in RtI referrals.

Plan to Monitor Fidelity of Implementation of G8.B3.S1

SST Meetings will be held to monitor progress of the RtI process.

Person or Persons Responsible

Counselor, school psychologist, teachers, parents, and administrators

Target Dates or Schedule

Every 6-8 weeks

Evidence of Completion

Documentation of completion for each Tier.

Plan to Monitor Effectiveness of G8.B3.S1

Assessment data will be reviewed.

Person or Persons Responsible

Teachers, Administration and the MTSS/Rti Team

Target Dates or Schedule

Every 6 to 8 weeks

Evidence of Completion

Data Reports from SuccessMaker, Interim Assessments, etc.

G8.B4 Parents and teachers of students in Kindergarten through Grade 2 require increased awareness of students who are reading below grade level.

G8.B4.S1 Data from Stanford Achievement Tests, as well as STAR Assessment reports will be analyzed.

Action Step 1

Data will be analyzed to target students with low stanines in Grade K through 2.

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

On-going and at the end of the school year.

Evidence of Completion

Data reports for SAT and STAR

Plan to Monitor Fidelity of Implementation of G8.B4.S1

Create intervention groups based on data chats.

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

FAIR, FLKRS, STAR, In-house assessments, student work

Plan to Monitor Effectiveness of G8.B4.S1

Data reports will be analyzed to monitor progress of targeted students.

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Stanford Achievement Test, STAR Post Assessment.

G9. Based on results of 2012-2013 school-site parent survey, 55% of parents surveyed attended 3 or more activities. This is an increase of 5 percentage points from the previous year. Our goal is to increase participation by 5 percentage points to 60%.

G9.B1 Due to the increase of students with out-of-area transfers, there is potential for lack of parental participation for in-school functions.

G9.B1.S1 Increase parent participation through accessibility and open lines of communication as well as additional opportunities for involvement.

Action Step 1

Include parent participation in decision–making groups such as EESAC and PTA, as well as encourage them to attend school activities such as Career Day, Cultural Arts Day, Family Fun Day, PTA meetings, and Holiday and Spring Chorus presentations. Provide parents with community resources and continue use of automated telephone service and maintain an on-going line of communication between the home and the school through the use of student progress reports, report cards, newsletters, flyers, website, individual teacher websites, parent-teacher conferences, and e-mail messaging.

Person or Persons Responsible

Teachers, Counselor, Administration, Volunteer Liaison, PTA

Target Dates or Schedule

On-going

Evidence of Completion

Open House Attendance Roster, Parent-Teacher Communication Logs, Volunteer Sign-in Sheets, PTA Attendance Rosters

Plan to Monitor Fidelity of Implementation of G9.B1.S1

School administrators will review Connect Ed logs as well as sign-in sheets for EESAC, PTA meetings and various school events.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Connect Ed Logs, EESAC sign-in Sheets, PTA Attendance rosters.

Plan to Monitor Effectiveness of G9.B1.S1

Effectiveness will be measured by parent attendance sheets as well as informal parent interviews.

Person or Persons Responsible

Administration, Counselor

Target Dates or Schedule

On-going

Evidence of Completion

Parent-Teacher Communication Logs, PTA Attendance Roster, Volunteer Sign-in Sheets, EESAC Attendance Rosters.

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

Although we are not a titled school, we do utilize the Waterford computer-based program in kindergarten through third grade. This program is used to supplement and enhance services for our English Language Learners (ELL) and funded through Title lll.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 74% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the amount of students by 11 percentage points to 85%.

G1.B3 As noted on the 2013 FCAT 2.0 Reading Test, the percent of students making learning gains decreased by ten percentage points from the previous year. The greatest area of deficiency for students making learning gains was in the Reporting Category: Informational Text/Research Process.

G1.B3.S1 The school will facilitate a tutoring/intervention program, during school for targeted students 2 times per week, as well as a 4-week Saturday school tutorial program.

PD Opportunity 1

Ongoing review of SuccessMaker Tier 2 Intervention data to monitor and ensure progress.

Facilitator

Emily Brause, SuccessMaker Webinars

Participants

Reading Language/Arts Teachers and Interventionists in Grades 3-5

Target Dates or Schedule

On-going

Evidence of Completion

Data Chats will be conducted between the teachers and administration following assessments.

G1.B4 As noted on the 2013 FCAT 2.0 Reading Test, 56% of students in the Lowest 25% made learning gains. The greatest area of deficiency for students in the lowest 25% making learning gains was in the Reporting Category: Informational Text/Research Process.

G1.B4.S1 The school will facilitate a tutoring program, during school for targeted students 2 times per week, as well as a 4-week Saturday school tutorial program.

PD Opportunity 1

Successmaker interventions, assessments and ongoing monitoring and will be implemented throughout the tutoring programs.

Facilitator

Emily Brause, Successmaker Webinars

Participants

Reading/Language Arts Teachers and Interventionists

Target Dates or Schedule

On-going

Evidence of Completion

Chats will be conducted between the teachers and administration following assessments.

G5. During the 2012-2013 school year, fifth grade students did not participate in any STEM-related experiences. Given the opportunity to participate in multiple activities, our goal is to have 95% student participation in two STEM-related activities.

G5.B1 The greatest area of concern is lack of student participation in STEM-related activities.

G5.B1.S1 Fifth grade students will participate in a school-wide science fair. They will also have the opportunity to participate in an after-school Robotics Club.

PD Opportunity 1

Students will plan and prepare to participate in a school-wide science fair as well as an after-school Robotics Club.

Facilitator

German Dulante, Robotics Workshop

Participants

Grade Four Science Teacher

Target Dates or Schedule

Mid-Year and End-of-year

Evidence of Completion

Student work, in-house assessments, District Interim Assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G4.	The results of the 2013 FCAT 2.0 Science Test indicate that 51% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase students' proficiency by 4 percentage points to 55%.	$3,500
	Total	$3,500

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Total
EESAC	$3,500	$3,500
Total	$3,500	$3,500

Budget Details

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

G4. The results of the 2013 FCAT 2.0 Science Test indicate that 51% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase students' proficiency by 4 percentage points to 55%.

G4.B1 The greatest area of deficiency for students who achieved Level 3 proficiency, as noted on the 2013 FCAT 2.0 Science Test, was in the Category: Nature of Science.

G4.B1.S1 Students will be given additional opportunities to communicate verbally and through writing in science journals and in laboratory conclusions as delineated by Common Core Standards.

Action Step 1

With the use of Gizmos on the SmartBoard, students will be able to formulate testable questions, evaluate investigations and experiments, organize data, identify controls, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

Resource Type

Technology

Resource

Maintenance of existing SmartBoards

Funding Source

EESAC

Amount Needed

$1,750

G4.B2 The greatest area of deficiency for students who achieved Levels 4 and 5 proficiency, as noted on the 2013 FCAT 2.0 Science Test, was in the Category: Nature of Science.

G4.B2.S1 Students will be given opportunities to participate in scientific enrichment activities, such as Science Fair and other Project Based Learning activities.

Action Step 1

Ensure that all students have the opportunity to design, create, and present student projects. Establish a plan and timeline for the use of technology and the development of student projects and increase the participation in Science competitions.

Resource Type

Technology

Resource

Maintenance of existing SmartBoards

Funding Source

EESAC

Amount Needed

$1,750