



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Coral Terrace Elementary School

6801 SW 24TH ST

Miami, FL 33155

305-262-8300

<http://cte.dadeschools.net>

School Demographics

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

School Grades History

2013-14 A	2012-13 C	2011-12 B	2010-11 A
---------------------	---------------------	---------------------	---------------------

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	14
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	24
Part III: Coordination and Integration	58
Appendix 1: Professional Development Plan to Support Goals	60
Appendix 2: Budget to Support Goals	63

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

Coral Terrace Elementary Schl

Principal

Eva N. Ravelo

School Advisory Council chair

Kimberly Simmons

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

Name	Title
Vanessa Padron	Assistant Principal
Eva N. Ravelo	Principal
Kimberly Simmons	Reading Coach
Sid Goldberg	Media Specialist
Deborah Vollmer	4th Grade Teacher
Yvonne Esquenazi	ESOL Teacher
Denise Prusner	Counselor
Susana Bello	5th Grade Math and Science Teacher
Sylvia South	Bilingual Teacher

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1, UTD steward – 1, teachers – 5, parents – 6, educational support, student – 1, BCR –2

Involvement of the SAC in the development of the SIP

The SAC worked together in gathering input from all its stakeholders. The members compiled a list of all of the strengths and areas of opportunities within our current school strategies. The SAC members solicited the input of all teachers and staff members in making improvements throughout all subject areas and strategies within.

Activities of the SAC for the upcoming school year

The SAC will meet monthly with all of its stakeholders to review and revise the school improvement plan as needed. The SAC will also work closely with the school's leadership team in analyzing ongoing data and making needed revisions to the school's strategies and goals in order to meet the AMO targets.

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

Currently the SAC has \$4,000.00 in its allocation for this school year. In looking at our school's decrease in Reading mastery performance points, there is a great need for strategies to increase Reading and comprehension throughout the grade levels. \$1,500.00 will be allocated in order to purchase Wordly Wise 3000 for 2nd-5th grade.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Eva N. Ravelo

Principal

Years as Administrator: 7

Years at Current School: 3

Credentials

Bachelor of Science in Elementary Education
Master of Science in Educational Leadership

Performance Record

13 12 11 10 09(Coconut Grove Elem.)
School Grade C B A A A
AMO N N N N N
High Standards Rdg. 52 56 77 84 73
High Standards Math 55 51 80 80 69
Lrng Gains-Rdg. 78 71 61 75 66
Lrng Gains-Math 66 57 62 58 58
Gains-Rdg-25% 81 79 70 61 57
Gains-Math-25% 69 71 56 50 67

receiving effective rating or higher

41, 100%

Highly Qualified Teachers

100%

certified in-field

41, 100%

ESOL endorsed

32, 78%

reading endorsed

1, 2%

with advanced degrees

15, 37%

National Board Certified

5, 12%

first-year teachers

0, 0%

with 1-5 years of experience

0, 0%

with 6-14 years of experience

19, 46%

with 15 or more years of experience

22, 54%

Education Paraprofessionals

of paraprofessionals

2

Highly Qualified

2, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

The principal will utilize the following strategies to recruit and retain a highly qualified staff:

- 1.Outreach to local colleges and universities

2. Support through professional development in all subject areas
3. Access to mentor teachers and collaboration with colleagues through learning communities

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

Coral Terrace Elementary does not have beginning teachers. However, we do have teachers who are new to a grade level and/or department. Therefore, every grade level chairperson meets weekly with their department/grade level. This enables teachers to plan together and support their curriculum through interdisciplinary lessons. In addition, professional development courses are offered in house in order for teachers to gather additional resources to increase the effectiveness of their lesson delivery.

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

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/Rtl team will meet with the Educational Excellence School Advisory Council (EESAC) and administrators to develop the School Improvement Plan. The team helps set clear expectations for instruction and implementation of Florida's Continuous Improvement Model and facilitated the development of a systematic approach to teaching.

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

Principal: The Principal will ensure that the school-based team implements MTSS/Rtl, conducts assessments of MTSS/Rtl skills of school staff, and provides a common vision for the use of data-based decision-making. The Principal will also communicate school-based MTSS/Rtl strategies and activities to parents and ensure staff professional development to support MTSS/Rtl implementation.

Assistant Principal: The assistant principal will monitor school-based MTSS/Rtl implementation. The Assistant Principal will meet with the MTSS/Rtl team to analyze data and target specific areas for improvement. The Assistant Principal will ensure that "at-risk" students are identified and appropriate intervention strategies are utilized with fidelity.

Grade Level Chairpersons: Grade Level Chairpersons will serve as liaisons in the delivery of instruction/interventions to Tier 1 students, collaborate with other staff to implement Tier 2 interventions, and incorporate Tier 1 instruction with Tier 2/3 activities. They will participate in the analysis of data and ensure the implementation of differentiated instruction to meet the individual needs of the students.

Exceptional Student Education Teachers: Participate in data collection and identification of specific strategies targeting areas in need of improvement, integrating core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers to meet the academic needs of the students.

Reading Coach: The Reading Coach will assist in the design, implementation, and analysis of data collection for progress monitoring. The Reading Coach will identify student needs and work with district personnel to provide appropriate, evidence-based interventions. The Reading Coach will assist with whole school screening programs to provide timely and consistent interventions to children considered to be "at risk". Designs and provides professional development as well as support for assessment and

implementation monitoring.

School Psychologist: Our school psychologist provides support for intervention fidelity and documentation. Participates in the interpretation, collection and analysis of data. Participates in program evaluation and data-based decision making activities.

School Counselor: Our school counselor is involved with the identification and referral of “at risk” students and provides expertise on issues ranging from program design to assessment and intervention with individual students.

School Social Worker: Our school social worker provides interventions as well as links child-serving and community agencies to the schools and families to support the child’s academic, emotional, behavioral, and social success

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

The Leadership Team will collaborate on a monthly basis and use progress monitoring of state benchmarks to facilitate data-driven instruction. The team will assess which students are meeting benchmarks and pinpoint those that need evidence-based interventions. The team will problem solve, share “best practices”, evaluate implementation, and make team-based decisions on the best methods to improve instruction and impact student achievement.

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

1.Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development

create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FCAT

Edusoft Reports

CELLA Reports

- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/Expulsions
- Referrals for student behavior, staff behavior, and administrative context

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

Professional development will be provided during teachers’ common planning time and small data disaggregation sessions will occur throughout the year. Through our Ready Schools Miami initiative we will conduct Professional Learning Communities that provide evidenced-based strategies as a response to intervention. Meetings will take place bi-monthly beginning in September.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 2,400

After school program will be offered to all students in grades 2-5th grades in the areas of Reading and Mathematics utilizing the common core curriculum.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

A pre-test and a post-test will be administered in order to determine learning gains and effectiveness of the program.

Who is responsible for monitoring implementation of this strategy?

The assistant principal and Reading Coach will monitor the program.

Literacy Leadership Team (LLT)

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

Name	Title
Eva N. Ravelo	Principal
Vanessa Padron	Assistant Principal
Kimberly Simmons	Reading Coach
Sid Goldberg	Media Specialist
Sylvia South	Bilingual Teacher
Yvonne Esquenazi	ESOL Teacher
Elizabeth Garcia	Teacher of the Gifted
Susana Bello	Science/Math Teacher
Jacqueline Wilcox	ESE

How the school-based LLT functions

The LLT team will meet quarterly with the Educational Excellence School Advisory Council (EESAC) and administrators to develop the School Improvement Plan. The team will help set clear expectations for instruction and implementation of the District's K-12 Reading Plan, including the development of a systematic approach to teaching reading within and across grade levels.

Major initiatives of the LLT

The major initiatives of the LLT will include monthly vertical team articulation to decrease learning gaps, closer monitoring of Differentiated Instructional routines, and increasing the fidelity of the SuccessMaker Enrichment Program. In addition this school year the LLT will focus on supporting the Reading Teachers in planning effectively utilizing the new McGraw-Hill Reading series and integrating the Common Core Standards interdisciplinary.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Several strategies will be implemented to ensure Reading gains in each student. These will include:

1. Monthly data chats with all teachers grades K-5.
2. Classroom walkthroughs will be conducted in order to ensure the fidelity of differentiated instruction.
3. Coach modeling lessons will be implemented to ensure effective common core instruction in all classrooms.

Preschool Transition

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

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

Title I Administration assists Coral Terrace Elementary by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPI) Program. HIPPI provides in-home training for parents to become more involved in the educational process of their three- and four-year old children. Coral Terrace Elementary School will assess all Kindergarten students upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed with teacher-made informal tests within the areas of Basic Skills/ School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Teacher-made informal assessments are also used to assess emotional and social readiness.

Screening data will be collected and aggregated by September 2013. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond the core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs. Establish or expand the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten, as well as, receive information relative to the matriculation of students at the school.

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	63%	52%	No	66%
American Indian				
Asian				
Black/African American				
Hispanic	63%	51%	No	66%
White				
English language learners	45%	39%	No	51%
Students with disabilities	36%	27%	No	42%
Economically disadvantaged	61%	50%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	58	24%	27%
Students scoring at or above Achievement Level 4	65	27%	28%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		78%	80%
Students in lowest 25% making learning gains (FCAT 2.0)		81%	83%

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)	130	62%	66%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	73	35%	42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	68	33%	40%

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	34	45%	51%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	55%	No	67%
American Indian				
Asian				
Black/African American				
Hispanic	63%	55%	No	67%
White				
English language learners	53%	48%	No	58%
Students with disabilities	38%	18%	No	45%
Economically disadvantaged	62%	53%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	75	31%	41%
Students scoring at or above Achievement Level 4	54	22%	26%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		69%	72%

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	25	28%	32%
Students scoring at or above Achievement Level 4	14	16%	18%

Florida Alternate Assessment (FAA)

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

Area 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)	1		2
Participation in STEM-related experiences provided for students	400	78%	80%

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	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	10	2%	1%
Students who are not proficient in reading by third grade	48	62%	56%
Students who receive two or more behavior referrals	2	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
--------	---------------	---------------	---------------

Goals Summary

- G1.** The results of the 2013 FCAT 2.0 Reading Test indicate that 52% of students achieved Level 3 in proficiency. Our goal for the 2013-2014 school year is to increase the proficiency of Level 3 students from 52% to 66%.
- G2.** The results of the 2013 FCAT 2.0 Writing Test indicate that 45% of the students in fourth grade achieved a level 3.5 and above in proficiency. For the 2013-2014 school year our goal is to increase proficiency to 51%.
- G3.** The results of the 2013 FCAT 2.0 Mathematics Test indicate that 55% of students achieved a Level 3 in proficiency. Our goal for the 2013-2014 school year is to increase proficiency to 67%.
- G4.** The results of the 2013 FCAT 2.0 Science Test indicate that 44% of our students achieved proficiency. Our goal for the 2014 FCAT 2.0 Science Test is to increase proficiency of Level 3 students from 28% to 32% and Level 4 and 5 proficiency from 16% to 18%.
- G5.** The STEM goal for the 2013-2014 school year is to increase student (Grades 3-5) participation in a Science Fair Experiment to 100% and/or participate in the scientific process (K-2).
- G6.** Our goal for the 2013-2014 school year is to decrease the number of students who missed 10% or more of available Instructional Time from 7% to 6%.

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 52% of students achieved Level 3 in proficiency. Our goal for the 2013-2014 school year is to increase the proficiency of Level 3 students from 52% to 66%.

Targets Supported

Resources Available to Support the Goal

- SuccessMaker and Reading Plus computer Programs
- WonderWorks Intervention Program
- McGraw Hill Reading Basal Program
- Words of the Week Vocabulary Activities
- Parent Academy
- Reading/Language Arts Common Core Standards
- Reading Coach

Targeted Barriers to Achieving the Goal

- Students in the standard curriculum, Economically Disadvantaged (ED), and Hispanic subgroups' 2013 FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 2, Reading Application. Students experience difficulty determining the main idea or essential message in both literary and non-fiction texts.
- Students in the English Language Learner (ELL) subgroups' 2013 FCAT performance data indicate that there is a deficiency in Reporting Category 2, Reading Application. This is primarily due to the fact that students have limited opportunities outside of the school day to speak, read and write in English.
- Students in the Students with Disabilities (SWD) subgroups' 2013 FCAT performance data indicate that there is a deficiency in Reporting Category 2, Reading Application. This is primarily due to the fact that students have limited opportunities outside of the school day to speak, read and write in English.
- Students in the Achievement Level 3 subgroup 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 2, Reading Application. Students experience difficulty determining the main idea or essential message in both literary and non-fiction texts grade level texts.
- Students in the Achievement Level 4 or above subgroup 2013 FCAT performance data indicate that there is a deficiency in Reporting Category 4, Informational Text/Research Process. Students continue to have a limited ability to identify and adequately interpret informational text with graphs, charts, and diagrams.
- As noted on the administration of the 2013 FCAT, performance data indicates that the percentage of students making learning gains increased by 10 percentage points and the lowest performance score was in Reporting Category 2, Reading Application. This is due to the limited amount of intervention and/or enrichment tools utilized. Students continue to have a limited ability to identify and adequately interpret informational text with graphs, charts, and diagrams.
- As noted on the administration of the 2013 FCAT the number of students in the lowest 25% making learning gains increased by 2 percentage points. The area with the most need is Category 2, Reading Application. This is due to students having difficulty identifying main idea and supporting details in both literary and non-fiction texts.

- The results of the 2013 CELLA indicate that 62% of students scored proficient in Listening/ Speaking. Our goal is to increase student proficiency by 4 percentage points to 66% As a result of limited English proficiency, students experienced difficulties with understanding vocabulary, comprehending texts, and understanding the writing process.
- The results of the 2013 CELLA indicate that 35% of students scored proficient in Reading. Our goal is to increase student proficiency by 7 percentage points to 42%. As a result of limited English proficiency, students experienced difficulties with understanding vocabulary, comprehending texts, and understanding the writing process.
- The results of the 2013 CELLA indicate that 33% of students scored proficient in Writing. Our goal for is to increase student proficiency by 7 percentage points to 40%. As a result of limited English proficiency, students experienced difficulties with understanding vocabulary, comprehending texts, and understanding the writing process.

Plan to Monitor Progress Toward the Goal

Review SuccessMaker and Reading Plus performance reports and conference with classroom teachers weekly to review classroom walk-through data to determine effectiveness and adjust instruction.

Person or Persons Responsible

The LLT along with the MTSS/RTi team

Target Dates or Schedule:

Monthly for the 2013-2014 school year

Evidence of Completion:

Formative Assessments: Monthly SuccessMaker and Reading Plus Performance Reports, District Interim Assessments. Summative Assessment: 2014 FCAT 2.0 Reading Test

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 45% of the students in fourth grade achieved a level 3.5 and above in proficiency. For the 2013-2014 school year our goal is to increase proficiency to 51%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Mc-Graw Hill Reading Wonders Series
- District Pacing Guides
- Melissa Forney Supplemental Program

Targeted Barriers to Achieving the Goal

- Students experience difficulty in Writing Narrative accounts with rising action, concise word choice and climax and conclusions.

Plan to Monitor Progress Toward the Goal

Using the FCIM process the LLT will review monthly Writing prompts to monitor student progress and make adjustments to instruction as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Monthly Writing Prompts District Writing Pre-Test and Post-Test 2014 FCAT 2.0 Writing Test

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 55% of students achieved a Level 3 in proficiency. Our goal for the 2013-2014 school year is to increase proficiency to 67%.

Targets Supported

Resources Available to Support the Goal

- GO Math Florida Common Core Series
- District Pacing Guides
- Think Central
- SuccessMaker
- Discovery Education

Targeted Barriers to Achieving the Goal

- The area of deficiency among standard curriculum students, Economically Disadvantaged (ED) and Hispanics as noted on the 2013 FCAT 2.0 administration was Fractions for third grade and Base Ten & Fractions for fourth and fifth grade.
- The area of deficiency among Students with Disabilities (SWD) as noted on the 2013 FCAT 2.0 administration was Fractions for third grade and Base Ten & Fractions for fourth and fifth grade.
- The area of deficiency among our English Language Learners (ELL) students noted on the 2013 FCAT 2.0 administration was Fractions for third grade and Base Ten & Fractions for fourth and fifth grade.
- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 31% of the students achieved a proficiency of Level 3.
- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 22% of the students achieved a Level 4 and above.
- The results of the 2013 FCAT 2.0 Mathematics indicate that 66% of our students made learning gains in Mathematics.
- The results of the 2013 FCAT 2.0 Mathematics indicate that 69% of our Lowest 25% students made learning gains in Mathematics.

Plan to Monitor Progress Toward the Goal

Using the FCIM process the MTSS/Rti team will review the online assessments from Think Central and monthly assessments using Edusoft reports.

Person or Persons Responsible

Administration MTSS/Rti Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Monthly Edusoft Reports District Baseline and Interim Assessments 2014 FCAT 2.0 Mathematics Test

G4. The results of the 2013 FCAT 2.0 Science Test indicate that 44% of our students achieved proficiency. Our goal for the 2014 FCAT 2.0 Science Test is to increase proficiency of Level 3 students from 28% to 32% and Level 4 and 5 proficiency from 16% to 18%.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- AIMS Supplemental Program
- Learning Gizmos
- District Pacing Guides
- Discovery Education

Targeted Barriers to Achieving the Goal

- As noted on the administration of the 2013 FCAT 2.0 Science Test, students scoring at Level 3 in Grade 5 had the most difficulty with The Nature of Science. Students have minimal skills in the areas of Science and scientific thinking by the time they reach Grade 5.
- As noted on the administration of the 2013 FCAT 2.0 Science Test, students scoring at Levels 4 and above in Grade 5 had the most difficulty with Nature of Science. Students need to be exposed to authentic inquiry based activities to further develop scientific reasoning and thinking skills.

Plan to Monitor Progress Toward the Goal

Using the FCIM process the MTSS/Rti Team will review student work samples and classroom lab reports to monitor student achievement and adjust instruction when needed.

Person or Persons Responsible

Administration MTSS/Rti Team

Target Dates or Schedule:

Quarterly for the 2013-2014 school year

Evidence of Completion:

Formative: Monthly Science Tests and District Interim Assessments Summative: 2014 FCAT 2.0 Reading Test

G5. The STEM goal for the 2013-2014 school year is to increase student (Grades 3-5) participation in a Science Fair Experiment to 100% and/or participate in the scientific process (K-2).

Targets Supported

- STEM - All Levels

Resources Available to Support the Goal

- Discovery Education
- District Science Pacing Guides
- District Science Website with Experiments and Activities

Targeted Barriers to Achieving the Goal

- Students enter into the tested grade levels with limited knowledge in the Scientific Process.

Plan to Monitor Progress Toward the Goal

Science Fair

Person or Persons Responsible

Science Teachers

Target Dates or Schedule:

October 2013

Evidence of Completion:

Science Fair Projects

G6. Our goal for the 2013-2014 school year is to decrease the number of students who missed 10% or more of available Instructional Time from 7% to 6%.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Attendance Reports
- Connect-Ed Messages
- Parent Attendance Contact Logs

Targeted Barriers to Achieving the Goal

- Parents' limited means of transportation many times impedes students from attending school and/or arriving tardy.

Plan to Monitor Progress Toward the Goal

parent Contact Logs

Person or Persons Responsible

CIS

Target Dates or Schedule:

Every 3 absences and/or tardy

Evidence of Completion:

Parent Contact Logs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 52% of students achieved Level 3 in proficiency. Our goal for the 2013-2014 school year is to increase the proficiency of Level 3 students from 52% to 66%.

G1.B1 Students in the standard curriculum, Economically Disadvantaged (ED), and Hispanic subgroups' 2013 FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 2, Reading Application. Students experience difficulty determining the main idea or essential message in both literary and non-fiction texts.

G1.B1.S1 During whole group and differentiated instruction, students will practice identifying details from the passage to determine Main Idea and essential message in grade level texts. Teachers will model the practice of justifying answers by going back to the text through Reciprocal Teaching Strategies.

Action Step 1

Following the FCIM, instruction will be adjusted as needed following the review of Monthly SuccessMaker Reports, Bi-Weekly Tests, and Interim Assessment data reports.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly for the 2013-2014 school year

Evidence of Completion

Formative Assessment: Bi-Weekly Assessments, District Interim Assessments, SuccessMaker Reports, and FAIR. Summative: 2013 FCAT 2.0 Reading Test

Facilitator:

Reading and Language Arts Department

Participants:

Reading Teachers K-5

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

Following the FCIM, instruction will be adjusted as needed following the review of Monthly SuccessMaker Reports, Bi-Weekly Tests, and Interim Assessment data reports.

Person or Persons Responsible

Literacy Leadership Team MTSS/ Rtl Teams

Target Dates or Schedule

Monthly for the 2013-2014 school year

Evidence of Completion

Formative Assessment: Bi-Weekly Assessments, District Interim Assessments, SuccessMaker Reports, and FAIR. Summative: 2013 FCAT 2.0 Reading Test

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM, instruction will be adjusted as needed following the review of Monthly SuccessMaker Reports, Bi-Weekly Tests, and Interim Assessment data reports.

Person or Persons Responsible

Literacy Leadership Team MTSS/ Rtl Teams

Target Dates or Schedule

Monthly for the 2013-2014 school year

Evidence of Completion

Formative Assessment: Bi-Weekly Assessments, District Interim Assessments, SuccessMaker Reports, and FAIR. Summative: 2013 FCAT 2.0 Reading Test

G1.B1.S2 Students will be assigned specific tasks on SuccessMaker that reinforce strategies that teach identifying the main idea and/or essential message in grade level texts

Action Step 1

Following the FCIM, instruction will be adjusted as needed following the review of Monthly SuccessMaker Reports, Bi-Weekly Tests, and Interim Assessment data reports.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly for the 2013-2014 school year

Evidence of Completion

Formative Assessment: Bi-Weekly Assessments, District Interim Assessments, SuccessMaker Reports, and FAIR. Summative: 2013 FCAT 2.0 Reading

Facilitator:

Reading and Language Arts Department

Participants:

Reading Teachers K-5

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Following the FCIM, instruction will be adjusted as needed following the review of Monthly SuccessMaker Reports, Bi-Weekly Tests, and Interim Assessment data reports.

Person or Persons Responsible

Literacy Leadership Team MTSS/ Rtl Teams

Target Dates or Schedule

Monthly for the 2013-2014 school year

Evidence of Completion

Formative Assessment: Bi-Weekly Assessments, District Interim Assessments, SuccessMaker Reports, and FAIR. Summative: 2013 FCAT 2.0 Reading

Plan to Monitor Effectiveness of G1.B1.S2

Following the FCIM, instruction will be adjusted as needed following the review of Monthly SuccessMaker Reports, Bi-Weekly Tests, and Interim Assessment data reports.

Person or Persons Responsible

Literacy Leadership Team MTSS/ Rtl Teams

Target Dates or Schedule

Monthly for the 2013-2014 school year

Evidence of Completion

Formative Assessment: Bi-Weekly Assessments, District Interim Assessments, SuccessMaker Reports, and FAIR. Summative: 2013 FCAT 2.0 Reading

G1.B2 Students in the English Language Learner (ELL) subgroups' 2013 FCAT performance data indicate that there is a deficiency in Reporting Category 2, Reading Application. This is primarily due to the fact that students have limited opportunities outside of the school day to speak, read and write in English.

G1.B2.S1 Implement a school-wide vocabulary program. Teachers across content and curriculum areas will participate in teaching and reinforcing Word of the Week activities to increase meaningful Vocabulary acquisition.

Action Step 1

Instruction will be adjusted as needed following the review of Bi-Weekly, FAIR, and Interim Assessments data.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly for the 2013-2014 school year

Evidence of Completion

Formative: Bi-Weekly and Interim Assessments Summative: 2014 FCAT 2.0 Reading Test

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

Review data from classroom walk-throughs, student work samples, and bi-weekly assessments to monitor and ensure student progress using the FCIM.

Person or Persons Responsible

LTT/ MTSS/RtI Teams

Target Dates or Schedule

Monthly for the 2013-2014 school year

Evidence of Completion

Formative: Bi-Weekly and Interim Assessments Summative: 2014 FCAT 2.0 Reading Test

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM, instruction will be adjusted as needed following the review of Bi-Weekly, FAIR, and Interim Assessments data.

Person or Persons Responsible

LTT/ MTSS/RtI Teams

Target Dates or Schedule

Monthly for the 2013-2014 school year

Evidence of Completion

Formative: Bi-Weekly and Interim Assessments Summative: 2014 FCAT 2.0 Reading Test

G1.B3 Students in the Students with Disabilities (SWD) subgroups' 2013 FCAT performance data indicate that there is a deficiency in Reporting Category 2, Reading Application. This is primarily due to the fact that students have limited opportunities outside of the school day to speak, read and write in English.

G1.B3.S1 The school will work in together with the Parent Academy to provide parent workshops in both English and Spanish to emphasize ways in which parents can support their child's educational needs. The school-wide implementation of the Words of the Week will also be used as a way to increase the Vocabulary needs.

Action Step 1

Following the FCIM, instruction will be adjusted as needed following review of Bi-Weekly and Interim Assessments. Parent attendance of Bilingual Outreach Workshops will also be reviewed to provide data linking student progress to parental attendance.

Person or Persons Responsible

LLT/ MTSS/Rtl Teams

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Bi-Weekly Assessment, District Interim Assessments. Summative: 2014 FCAT 2.0 Reading Test

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

Following the FCIM, instruction will be adjusted as needed following review of Bi-Weekly and Interim Assessments.

Person or Persons Responsible

LLT/ MTSS/Rtl Teams

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Bi-Weekly Assessment, District Interim Assessments. Summative: 2014 FCAT 2.0 Reading Test

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM, instruction will be adjusted as needed following review of Bi-Weekly and Interim Assessments.

Person or Persons Responsible

The LLT/MTSS/RTI Teams

Target Dates or Schedule

Weekly Classroom Walk-throughs. Bi-weekly assessments

Evidence of Completion

Formative: Bi-Weekly Assessment, District Interim Assessments. Summative: 2014 FCAT 2.0 Reading Test

G1.B4 Students in the Achievement Level 3 subgroup 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 2, Reading Application. Students experience difficulty determining the main idea or essential message in both literary and non-fiction texts grade level texts.

G1.B4.S1 During whole group and differentiated instruction, students will practice identifying details from the passage to determine Main Idea and essential message in grade level texts. Teachers will model the practice of justifying answers by going back to the text through Reciprocal Teaching Strategies.

Action Step 1

Following the FCIM, instruction will be adjusted as needed following the review of Bi-Weekly, FAIR, and Interim Assessment data.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly for the 2013-2014 school year

Evidence of Completion

Formative: Bi-Weekly and Interim Assessments Summative: 2014 FCAT Reading 2.0 Test

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

Review data from classroom walk-throughs, student work samples, and bi-weekly assessments to monitor and ensure student progress using the FCIM.

Person or Persons Responsible

LLT/MTSS/RtI Teams

Target Dates or Schedule

Monthly for the 2013-2014 school year

Evidence of Completion

Formative: Bi-Weekly and Interim Assessments Summative: 2014 FCAT 2.0 Reading Test

Plan to Monitor Effectiveness of G1.B4.S1

Review data from classroom walk-throughs, student work samples, and bi-weekly assessments to monitor and ensure student progress using the FCIM.

Person or Persons Responsible

LLT/MTSS/RtI Teams

Target Dates or Schedule

Monthly for the 2014 school year

Evidence of Completion

Formative: Bi-Weekly and Interim Assessments Summative: 2014 FCAT 2.0 Reading Test

G1.B5 Students in the Achievement Level 4 or above subgroup 2013 FCAT performance data indicate that there is a deficiency in Reporting Category 4, Informational Text/Research Process. Students continue to have a limited ability to identify and adequately interpret informational text with graphs, charts, and diagrams.

G1.B5.S1 Students will practice using magazines, newspaper articles, and other informational texts to identify pertinent details from graphs, charts, and diagrams to ensure comprehension. Students will continue to practice making inferences, drawing conclusions, and identifying author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text through Reciprocal Teaching Strategies. SuccessMaker and Reading Plus programs will be used as enrichment tools. Implement an Afterschool Book Club to provide students with opportunities to interact with a variety of above grade level texts in a real world context

Action Step 1

Following the FCIM, instruction will be adjusted as needed following the review of Bi-Weekly, FAIR, and Interim Assessments data.

Person or Persons Responsible

LTT/ MTSS/Rtl Teams

Target Dates or Schedule

Monthly for the 2013-2014 school year

Evidence of Completion

Formative: Bi-Weekly and Interim Assessments Summative: 2014 FCAT 2.0 Reading Test

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

Review data from classroom walk-throughs, student work samples, and bi-weekly assessments to monitor and ensure student progress using the FCIM.

Person or Persons Responsible

LTT/ MTSS/Rtl Teams

Target Dates or Schedule

Monthly for the 2013-2014 school year

Evidence of Completion

Formative: Bi-Weekly and Interim Assessments Summative: 2014 FCAT 2.0 Reading Test

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM, instruction will be adjusted as needed following the review of Bi-Weekly, FAIR, and Interim Assessments data.

Person or Persons Responsible

LTT/ MTSS/RtI Teams

Target Dates or Schedule

Monthly for the 2013-2014 school year

Evidence of Completion

Formative: Bi-Weekly and Interim Assessments Summative: 2014 FCAT 2.0 Reading Test

G1.B6 As noted on the administration of the 2013 FCAT, performance data indicates that the percentage of students making learning gains increased by 10 percentage points and the lowest performance score was in Reporting Category 2, Reading Application. This is due to the limited amount of intervention and/or enrichment tools utilized. Students continue to have a limited ability to identify and adequately interpret informational text with graphs, charts, and diagrams.

G1.B6.S1 Update and continue monitoring the current intervention schedule that includes targeted SuccessMaker Interventions for those who need it; utilize the Reading Plus program to increase enrichment time.

Action Step 1

Following the FCIM, instruction will be adjusted as needed following the review of Bi-Weekly, FAIR, and Interim Assessments data.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly for the 2013-2014 school year

Evidence of Completion

Formative: Bi-Weekly and Interim Assessments Summative: 2014 FCAT 2.0 Reading Test

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

Review data from classroom walk-throughs, student work samples, and bi-weekly assessments to monitor and ensure student progress using the FCIM.

Person or Persons Responsible

LTT/ MTSS/RtI Teams

Target Dates or Schedule

Monthly for the 2013-2014 school year

Evidence of Completion

Formative: SuccessMaker and Reading Plus reports, Bi-Weekly and Interim Assessments

Summative: 2014 FCAT 2.0 Reading Test

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM, instruction will be adjusted as needed following the review of Bi-Weekly, FAIR, and Interim Assessments data.

Person or Persons Responsible

LTT/ MTSS/RtI Teams

Target Dates or Schedule

Monthly for the 2013-2014 school year

Evidence of Completion

Formative: Bi-Weekly and Interim Assessments Summative: 2014 FCAT 2.0 Reading Test

G1.B7 As noted on the administration of the 2013 FCAT the number of students in the lowest 25% making learning gains increased by 2 percentage points. The area with the most need is Category 2, Reading Application. This is due to students having difficulty identifying main idea and supporting details in both literary and non-fiction texts.

G1.B7.S1 Implement Reciprocal Teaching strategies to increase Reading Comprehension and rigor while aligning instruction to Common Core Standards.

Action Step 1

Following the FCIM, instruction will be adjusted as needed following the review of Bi-Weekly, FAIR, and Interim Assessments data.

Person or Persons Responsible

LTT/ MTSS/Rtl Teams

Target Dates or Schedule

Monthly for the 2013-2014 school year

Evidence of Completion

Formative: Bi-Weekly and Interim Assessments Summative: 2014 FCAT 2.0 Reading Test

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

Review data from classroom walk-throughs, student work samples, and bi-weekly assessments to monitor and ensure student progress using the FCIM.

Person or Persons Responsible

LTT/ MTSS/Rtl Teams

Target Dates or Schedule

Monthly for the 2013-2014 school year

Evidence of Completion

Formative: Bi-Weekly and Interim Assessments Summative: 2014 FCAT 2.0 Reading Test

Plan to Monitor Effectiveness of G1.B7.S1

Review data from classroom walk-throughs, student work samples, and bi-weekly assessments to monitor and ensure student progress using the FCIM.

Person or Persons Responsible

LTT/ MTSS/RtI Teams

Target Dates or Schedule

Monthly for the 2013-2014 school year

Evidence of Completion

Formative: Bi-Weekly and Interim Assessments Summative: 2014 FCAT 2.0 Reading Test

G1.B8 The results of the 2013 CELLA indicate that 62% of students scored proficient in Listening/Speaking. Our goal is to increase student proficiency by 4 percentage points to 66%. As a result of limited English proficiency, students experienced difficulties with understanding vocabulary, comprehending texts, and understanding the writing process.

G1.B8.S1 Provide students with daily access to Teacher Led and Peer groups that allow for ample practice for speaking and listening to increase a student's ability to speak grammatically correct English.

Action Step 1

Following the FCIM, instruction will be adjusted as needed following the review of Bi-Weekly, FAIR, and Interim Assessments data.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly for the 2013-2014 school year

Evidence of Completion

Formative: Bi-Weekly and Interim Assessments Summative: 2014 FCAT 2.0 Reading Test

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

Review data from classroom walk-throughs, student work samples, and bi-weekly assessments to monitor and ensure student progress using the FCIM.

Person or Persons Responsible

LTT/ MTSS/RtI Teams

Target Dates or Schedule

Monthly for the 2013-2014 school yea

Evidence of Completion

Formative: Bi-Weekly and Interim Assessments Summative: 2014 FCAT 2.0 Reading Test

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM, instruction will be adjusted as needed following the review of Bi-Weekly, FAIR, and Interim Assessments data.

Person or Persons Responsible

LTT/ MTSS/RtI Teams

Target Dates or Schedule

Monthly for the 2013-2014 school year

Evidence of Completion

Formative: Bi-Weekly and Interim Assessments Summative: 2014 FCAT 2.0 Reading Test

G1.B9 The results of the 2013 CELLA indicate that 35% of students scored proficient in Reading. Our goal is to increase student proficiency by 7 percentage points to 42%. As a result of limited English proficiency, students experienced difficulties with understanding vocabulary, comprehending texts, and understanding the writing process.

G1.B9.S1 Provide students with graphic organizers and illustrations that activate prior knowledge and monitor comprehension before, during, and after reading. Differentiated instruction will be employed to address individual needs along with Reciprocal Teaching strategies.

Action Step 1

Following the FCIM, instruction will be adjusted as needed following the review of Bi-Weekly, FAIR, and Interim Assessments data.

Person or Persons Responsible

LTT/ MTSS/RtI Teams

Target Dates or Schedule

Monthly for the 2013-2014 school year

Evidence of Completion

Formative: Bi-Weekly and Interim Assessments Summative: 2014 FCAT 2.0 Reading Test

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

Review data from classroom walk-throughs, student work samples, and bi-weekly assessments to monitor and ensure student progress using the FCIM.

Person or Persons Responsible

LTT/ MTSS/RtI Teams

Target Dates or Schedule

Monthly for the 2013-2014 school year

Evidence of Completion

Formative: Bi-Weekly and Interim Assessments Summative: 2014 FCAT 2.0 Reading Test

Plan to Monitor Effectiveness of G1.B9.S1

Following the FCIM, instruction will be adjusted as needed following the review of Bi-Weekly, FAIR, and Interim Assessments data.

Person or Persons Responsible

LTT/ MTSS/RtI Teams

Target Dates or Schedule

Monthly for the 2013-2014 school year

Evidence of Completion

Formative: Bi-Weekly and Interim Assessments Summative: 2014 FCAT 2.0 Reading Test

G1.B10 The results of the 2013 CELLA indicate that 33% of students scored proficient in Writing. Our goal for is to increase student proficiency by 7 percentage points to 40%. As a result of limited English proficiency, students experienced difficulties with understanding vocabulary, comprehending texts, and understanding the writing process.

G1.B10.S1 Provide students with systematic opportunities to practice the writing process in English in a non-threatening environment. During instruction, teachers will utilize think, pair, share strategies to help students activate prior knowledge in their home language and translate it into English.

Action Step 1

Following the FCIM, instruction will be adjusted as needed following the review of Bi-Weekly, FAIR, and Interim Assessments data.

Person or Persons Responsible

LTT/ MTSS/RtI Teams

Target Dates or Schedule

Monthly for the 2013-2014 school year

Evidence of Completion

Formative: Bi-Weekly and Interim Assessments Summative: 2014 FCAT 2.0 Reading Test

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

Review data from classroom walk-throughs, student work samples, and bi-weekly assessments to monitor and ensure student progress using the FCIM.

Person or Persons Responsible

LTT/ MTSS/RtI Teams

Target Dates or Schedule

Monthly for the 2013-2014 school year

Evidence of Completion

Formative: Bi-Weekly and Interim Assessments Summative: 2014 FCAT 2.0 Reading Test

Plan to Monitor Effectiveness of G1.B10.S1

Following the FCIM, instruction will be adjusted as needed following the review of Bi-Weekly, FAIR, and Interim Assessments data.

Person or Persons Responsible

LTT/ MTSS/RtI Teams

Target Dates or Schedule

Monthly for the 2013-2014 school year

Evidence of Completion

Formative: Bi-Weekly and Interim Assessments Summative: 2014 FCAT 2.0 Reading Test

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 45% of the students in fourth grade achieved a level 3.5 and above in proficiency. For the 2013-2014 school year our goal is to increase proficiency to 51%.

G2.B1 Students experience difficulty in Writing Narrative accounts with rising action, concise word choice and climax and conclusions.

G2.B1.S1 Increase the opportunities for students to write creatively using the Writing Process

Action Step 1

Monthly Prompts

Person or Persons Responsible

Administration, Literacy Leadership Team

Target Dates or Schedule

Following the FCIM model teachers will use a rubric to monitor Writing Progress Monthly.

Evidence of Completion

Formative: Monthly Prompt Rubric Scores Summative: 2014 FCAT 2.0 Writing Assessment

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

Following the FCIM model teachers will use a rubric to monitor Writing Progress Monthly.

Person or Persons Responsible

Administration, Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Prompt Scoring Rubric

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model teachers will use a rubric to monitor Writing Progress Monthly.

Person or Persons Responsible

Administration, Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Monthly Scoring Rubric Summative: 2014 FCAT 2.0 Writing Assessment

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 55% of students achieved a Level 3 in proficiency. Our goal for the 2013-2014 school year is to increase proficiency to 67%.

G3.B1 The area of deficiency among standard curriculum students, Economically Disadvantaged (ED) and Hispanics as noted on the 2013 FCAT 2.0 administration was Fractions for third grade and Base Ten & Fractions for fourth and fifth grade.

G3.B1.S1 Provide opportunities for students to compare and order fractions, including base ten fractions, using models or strategies during mathematics instruction.

Action Step 1

Using the FCIM process the MTSS/RTI team will review student assessments using Monthly Edusoft reports.

Person or Persons Responsible

Administration MTSS/RTI Team

Target Dates or Schedule

Monthly Edusoft Assessments

Evidence of Completion

Monthly Edusoft Assessment Reports District Interim Assessments 2014 FCAT 2.0 Mathematics Assessment

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

Using the FCIM process the MTSS/RTI team will analyze the data from the Monthly Edusoft reports and align instruction as needed.

Person or Persons Responsible

Administration MTSS/RTI Team

Target Dates or Schedule

Monthly Edusoft Reports

Evidence of Completion

Monthly Edusoft Reports District Interim Assessments 2014 FCAT 2.0 Mathematics Assessment

Plan to Monitor Effectiveness of G3.B1.S1

Using the FCIM process the MTSS/RTI team will analyze the data from the Monthly Edusoft reports and align instruction as needed.

Person or Persons Responsible

Administration MTSS/RTI Team

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments Monthly Edusoft Reports 2014 FCAT 2.0 Mathematics Assessments

G3.B2 The area of deficiency among Students with Disabilities (SWD) as noted on the 2013 FCAT 2.0 administration was Fractions for third grade and Base Ten & Fractions for fourth and fifth grade.

G3.B2.S1 Provide opportunities for students to compare and order fractions, including base ten fractions, using visuals and manipulatives to increase understanding.

Action Step 1

Utilizing the FCIM the team will review results of monthly Edusoft assessments to evaluate effectiveness of classroom instruction and align as needed. I

Person or Persons Responsible

Administration MTSS/RTI Team

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments Monthly Mathematics Edusoft Reports 2014 FCAT 2.0 Mathematics Assessment

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

Utilizing the FCIM the team will review results of monthly Edusoft assessments to evaluate effectiveness of classroom instruction and align as needed.

Person or Persons Responsible

Administration MTSS/RTI Team

Target Dates or Schedule

Monthly Edusoft Reports

Evidence of Completion

District Interim Assessments Monthly Mathematics Edusoft Reports 2014 FCAT 2.0 Mathematics Assessment

Plan to Monitor Effectiveness of G3.B2.S1

Utilizing the FCIM the team will review results of monthly Edusoft assessments to evaluate effectiveness of classroom instruction and align as needed.

Person or Persons Responsible

Administration MTSS/RTI Team

Target Dates or Schedule

Monthly Edusoft Reports

Evidence of Completion

District Interim Assessments Monthly Mathematics Edusoft Reports 2014 FCAT 2.0 Mathematics Assessment

G3.B3 The area of deficiency among our English Language Learners (ELL) students noted on the 2013 FCAT 2.0 administration was Fractions for third grade and Base Ten & Fractions for fourth and fifth grade.

G3.B3.S1 Provide opportunities for English Language Learner students to compare and order fractions, including base ten fractions, using models or strategies during mathematics instruction.

Action Step 1

Person or Persons Responsible

Administration MTSS/RTI Team

Target Dates or Schedule

Monthly Edusoft Reports

Evidence of Completion

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

Utilizing the FCIM the team will review results of monthly Edusoft assessments to evaluate effectiveness of classroom instruction and align as needed. I

Person or Persons Responsible

Administration MTSS/RTI Team

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments Monthly Edusoft Reports 2014 FCAT 2.0 Mathematics Assessment

Plan to Monitor Effectiveness of G3.B3.S1

Utilizing the FCIM the team will review results of monthly Edusoft assessments to evaluate effectiveness of classroom instruction and align as needed. I

Person or Persons Responsible

Administration MTSS/RTI Team

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments Monthly Edusoft Reports 2014 FCAT 2.0 Mathematics Assessment

G3.B4 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 31% of the students achieved a proficiency of Level 3.

G3.B4.S1 Teachers will use the data from monthly edusoft reports and SuccessMaker CAP Reports to determine progress and realign instruction as needed.

Action Step 1

Using the FCIM process the MTSS/RTi Team will review the results of the Monthly Edusoft reports and CAP SuccessMaker reports to evaluate progress and align instruction as needed.

Person or Persons Responsible

Administration MTSS/RTi team

Target Dates or Schedule

Monthly CAP SuccessMaker Reports Monthly Edusoft Reports

Evidence of Completion

Monthly Edusoft Reports Monthly CAP SuccessMaker Reports District Interim Assessments 2014 FCAT 2.0 Mathematics Assessment

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

Using the FCIM process the MTSS/RTi Team will review the results of the Monthly Edusoft reports and CAP SuccessMaker reports to evaluate progress and align instruction as needed.

Person or Persons Responsible

Administration MTSS/RTi team

Target Dates or Schedule

Monthly CAP SuccessMaker Reports Monthly Edusoft Reports

Evidence of Completion

Monthly Edusoft Reports Monthly CAP SuccessMaker Reports District Interim Assessments 2014 FCAT 2.0 Mathematics Assessment

Plan to Monitor Effectiveness of G3.B4.S1

Using the FCIM process the MTSS/RTi Team will review the results of the Monthly Edusoft reports and CAP SuccessMaker reports to evaluate progress and align instruction as needed.

Person or Persons Responsible

Administration MTSS/RTi team

Target Dates or Schedule

Monthly CAP SuccessMaker Reports Monthly Edusoft Reports

Evidence of Completion

Monthly Edusoft Reports Monthly CAP SuccessMaker Reports District Interim Assessments 2014 FCAT 2.0 Mathematics Assessment

G3.B5 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 22% of the students achieved a Level 4 and above.

G3.B5.S1 Teachers will use the data from monthly Edusoft reports and SuccessMaker CAP Reports to determine progress and realign instruction as needed in order to monitor the progress of students scoring Level 4 and above.

Action Step 1

Using the FCIM process the MTSS/RTi Team will review the results of the Monthly Edusoft reports and CAP SuccessMaker reports to evaluate progress and align instruction as needed.

Person or Persons Responsible

Administration MTSS/RTi team

Target Dates or Schedule

Monthly CAP SuccessMaker Reports Monthly Edusoft Reports

Evidence of Completion

Monthly Edusoft Reports Monthly CAP SuccessMaker Reports District Interim Assessments 2014 FCAT 2.0 Mathematics Assessment

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

Using the FCIM process the MTSS/RTi Team will review the results of the Monthly Edusoft reports and CAP SuccessMaker reports to evaluate progress and align instruction as needed.

Person or Persons Responsible

Administration MTSS/RTi team

Target Dates or Schedule

Monthly CAP SuccessMaker Reports Monthly Edusoft Reports

Evidence of Completion

Monthly Edusoft Reports Monthly CAP SuccessMaker Reports District Interim Assessments 2014
FCAT 2.0 Mathematics Assessment

Plan to Monitor Effectiveness of G3.B5.S1

Using the FCIM process the MTSS/RTi Team will review the results of the Monthly Edusoft reports and CAP SuccessMaker reports to evaluate progress and align instruction as needed.

Person or Persons Responsible

Administration MTSS/RTi team

Target Dates or Schedule

Monthly CAP SuccessMaker Reports Monthly Edusoft Reports

Evidence of Completion

Monthly Edusoft Reports Monthly CAP SuccessMaker Reports District Interim Assessments 2014
FCAT 2.0 Mathematics Assessment

G3.B6 The results of the 2013 FCAT 2.0 Mathematics indicate that 66% of our students made learning gains in Mathematics.

G3.B6.S1 Monitor students monthly through reports on Edusoft and SuccessMaker in order to track progress and gains.

Action Step 1

Using the FCIM process the MTSS/RTi Team will review the results of the Monthly Edusoft reports and CAP SuccessMaker reports to evaluate progress and align instruction as needed.

Person or Persons Responsible

Administration MTSS/RTi team

Target Dates or Schedule

Monthly CAP SuccessMaker Reports Monthly Edusoft Reports

Evidence of Completion

Monthly Edusoft Reports Monthly CAP SuccessMaker Reports District Interim Assessments 2014 FCAT 2.0 Mathematics Assessment

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

Using the FCIM process the MTSS/RTi Team will review the results of the Monthly Edusoft reports and CAP SuccessMaker reports to evaluate progress and align instruction as needed.

Person or Persons Responsible

Administration MTSS/RTi team

Target Dates or Schedule

Monthly CAP SuccessMaker Reports Monthly Edusoft Reports

Evidence of Completion

Monthly Edusoft Reports Monthly CAP SuccessMaker Reports District Interim Assessments 2014 FCAT 2.0 Mathematics Assessment

Plan to Monitor Effectiveness of G3.B6.S1

Using the FCIM process the MTSS/RTi Team will review the results of the Monthly Edusoft reports and CAP SuccessMaker reports to evaluate progress and align instruction as needed.

Person or Persons Responsible

Administration MTSS/RTi team

Target Dates or Schedule

Monthly CAP SuccessMaker Reports Monthly Edusoft Reports

Evidence of Completion

Monthly Edusoft Reports Monthly CAP SuccessMaker Reports District Interim Assessments 2014
FCAT 2.0 Mathematics Assessment

G3.B7 The results of the 2013 FCAT 2.0 Mathematics indicate that 69% of our Lowest 25% students made learning gains in Mathematics.

G3.B7.S1 The Administration will monitor monthly Edusoft reports and SuccessMaker CAP reports in order to track student's progress and learning gains.

Action Step 1

Using the FCIM process the MTSS/RTi Team will review the results of the Monthly Edusoft reports and CAP SuccessMaker reports to evaluate progress and align instruction as needed.

Person or Persons Responsible

Administration MTSS/RTi team

Target Dates or Schedule

Monthly CAP SuccessMaker Reports Monthly Edusoft Reports

Evidence of Completion

Monthly Edusoft Reports Monthly CAP SuccessMaker Reports District Interim Assessments 2014
FCAT 2.0 Mathematics Assessment

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

Using the FCIM process the MTSS/RTi Team will review the results of the Monthly Edusoft reports and CAP SuccessMaker reports to evaluate progress and align instruction as needed.

Person or Persons Responsible

Administration MTSS/RTi team

Target Dates or Schedule

Monthly CAP SuccessMaker Reports Monthly Edusoft Reports

Evidence of Completion

Monthly Edusoft Reports Monthly CAP SuccessMaker Reports District Interim Assessments 2014
FCAT 2.0 Mathematics Assessment

Plan to Monitor Effectiveness of G3.B7.S1

Using the FCIM process the MTSS/RTi Team will review the results of the Monthly Edusoft reports and CAP SuccessMaker reports to evaluate progress and align instruction as needed.

Person or Persons Responsible

Administration MTSS/RTi team

Target Dates or Schedule

Monthly CAP SuccessMaker Reports Monthly Edusoft Reports

Evidence of Completion

Monthly Edusoft Reports Monthly CAP SuccessMaker Reports District Interim Assessments 2014
FCAT 2.0 Mathematics Assessment

G4. The results of the 2013 FCAT 2.0 Science Test indicate that 44% of our students achieved proficiency. Our goal for the 2014 FCAT 2.0 Science Test is to increase proficiency of Level 3 students from 28% to 32% and Level 4 and 5 proficiency from 16% to 18%.

G4.B1 As noted on the administration of the 2013 FCAT 2.0 Science Test, students scoring at Level 3 in Grade 5 had the most difficulty with The Nature of Science. Students have minimal skills in the areas of Science and scientific thinking by the time they reach Grade 5.

G4.B1.S1 Increase the rigor in science writing through the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards, students will increase achievement. Science teachers will continue to utilize science probes to encourage debate and foster a learning environment that requires students to defend scientific theories with accurate information and knowledge.

Action Step 1

Following the FCIM, instruction will be adjusted as needed following the review of Monthly Science Tests and Interim Assessments data.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly for the 2013-2014 school year

Evidence of Completion

Formative: Monthly and Interim Assessments Summative: 2014 FCAT 2.0 Science Test

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

Review data from classroom walk-throughs, student work samples, and monthly assessments to monitor and ensure student progress using the FCIM.

Person or Persons Responsible

LTT/ MTSS/RtI Teams

Target Dates or Schedule

Quarterly for the 2013-2014 school year

Evidence of Completion

Formative: Monthly Science Tests and Interim Assessments Summative: 2014 FCAT 2.0 Science Test

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM, instruction will be adjusted as needed following the review of Monthly Science Tests and Interim Assessments data.

Person or Persons Responsible

Administration MTSS/RtI Teams

Target Dates or Schedule

Quarterly for the 2013-2014 school year

Evidence of Completion

Formative Assessments: District Fall and Winter Interim Assessments Summative Assessment: 2014 FCAT Science 2.0

G4.B2 As noted on the administration of the 2013 FCAT 2.0 Science Test, students scoring at Levels 4 and above in Grade 5 had the most difficulty with Nature of Science. Students need to be exposed to authentic inquiry based activities to further develop scientific reasoning and thinking skills.

G4.B2.S1 The fifth grade science teachers will work with students to identify community issues that can be addressed through service based and authentic learning. They will identify cross curricular connections and develop rubrics to evaluate projects. The LLT and the Science Liaison will partner local museums to foster partnerships that include visits from and interactions with actual scientists.

Action Step 1

Quarterly for the 2013-2014 school year

Person or Persons Responsible

Teachers

Target Dates or Schedule

Following the FCIM, instruction will be adjusted as needed following the review of Bi-Weekly, FAIR, and Interim Assessments data.

Evidence of Completion

Formative: Monthly and Interim Assessments Summative: 2014 FCAT 2.0 Science Test

Facilitator:

Miami Museum of Science

Participants:

Science Teachers K-5

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

Review data from classroom walk-throughs, student work samples, and monthly assessments to monitor and ensure student progress using the FCIM.

Person or Persons Responsible

Administration MTSS/RtI Teams

Target Dates or Schedule

Quarterly for the 2013-2014 school year

Evidence of Completion

Formative: Bi-Weekly and Interim Assessments Summative: 2014 FCAT 2.0 Science Test

Plan to Monitor Effectiveness of G4.B2.S1

Following the FCIM, instruction will be adjusted as needed following the review of Monthly and Interim Assessments data.

Person or Persons Responsible

Administration MTSS/RtI Teams

Target Dates or Schedule

Quarterly for the 2013-2014 school year

Evidence of Completion

Formative: Monthly and Interim Assessments Summative: 2014 FCAT 2.0 Science Test

G5. The STEM goal for the 2013-2014 school year is to increase student (Grades 3-5) participation in a Science Fair Experiment to 100% and/or participate in the scientific process (K-2).

G5.B1 Students enter into the tested grade levels with limited knowledge in the Scientific Process.

G5.B1.S1 Beginning in Kindergarten students will participate in Science Labs and Scientific Thinking activities.

Action Step 1

Science Fair

Person or Persons Responsible

Science Teachers K-5

Target Dates or Schedule

October

Evidence of Completion

Science Fair Project Display

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

Science Fair

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

October

Evidence of Completion

Science Fair Project

Plan to Monitor Effectiveness of G5.B1.S1

Science Fair

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

October 2013

Evidence of Completion

Science Fair Projects

G6. Our goal for the 2013-2014 school year is to decrease the number of students who missed 10% or more of available Instructional Time from 7% to 6%.

G6.B1 Parents' limited means of transportation many times impedes students from attending school and/or arriving tardy.

G6.B1.S1 A school personnel contact person will be assigned to call parents once a child reaches 3 absences and/or tardy in a nine week period.

Action Step 1

Parent Contact Log

Person or Persons Responsible

CIS/Parents

Target Dates or Schedule

Every 3 absences and/or tardy

Evidence of Completion

Parent Contact Log/Attendance Logs

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

Parent Contact Logs

Person or Persons Responsible

CIS

Target Dates or Schedule

Every 3 absences and/or tardy

Evidence of Completion

Parent Contact Logs

Plan to Monitor Effectiveness of G6.B1.S1

Parent Contact Logs

Person or Persons Responsible

CIS

Target Dates or Schedule

Every 3 absences and/or tardy

Evidence of Completion

Parent Contact Logs

Coordination and Integration

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

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

Coral Terrace Elementary School faculty and staff work to ensure that students requiring remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at-risk”; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title III

Coral Terrace Elementary will use District supplemental funds for improving basic education as follows:

- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at Coral Terrace Elementary School focusing on Professional Learning Community (PLC) development and facilitation, as well as, Lesson Study Group implementation and protocols.

Title X- Homeless

Title III funds will provide a Tutoring Academy for English Language Learners. Students participating in this program will have access to home-language tutorial programs after school in Reading and Mathematics. The school will also provide parent outreach opportunities in order for parents to help the academic achievement of their children in their home language.

Supplemental Academic Instruction (SAI)

Coral Terrace Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

The Coral Terrace Elementary school counselor will implement the Violence Prevention Education Program to minimize bullying, and teach conflict resolution skills to students school wide.

Nutrition Programs

The Children’s Trust has provided a full-time nurse three days a week and clinic on-site for the 2013-2014 school-year. The nurse will provide support and assistance to all students enrolled at the school, provide informational services to parents, as well as, organize a school-wide “Health Fair”.

1) Coral Terrace Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.

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

3) Coral Terrace Elementary’s Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District’s Wellness Policy. Involve parents in the planning and implementation of the Title I Program and extend an open invitation to Coral Terrace Elementary’s Parent Resource Center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school’s Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parents surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 04-12) and the Title I Parental Involvement Monthly Activities Report (FM-6913 04-12), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will be provided to any students in Coral Terrace Elementary "homeless situations" as applicable.

School Improvement Grant Fund/School Improvement Grant Initiative

Coral Terrace Elementary receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

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 52% of students achieved Level 3 in proficiency. Our goal for the 2013-2014 school year is to increase the proficiency of Level 3 students from 52% to 66%.

G1.B1 Students in the standard curriculum, Economically Disadvantaged (ED), and Hispanic subgroups' 2013 FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 2, Reading Application. Students experience difficulty determining the main idea or essential message in both literary and non-fiction texts.

G1.B1.S1 During whole group and differentiated instruction, students will practice identifying details from the passage to determine Main Idea and essential message in grade level texts. Teachers will model the practice of justifying answers by going back to the text through Reciprocal Teaching Strategies.

PD Opportunity 1

Following the FCIM, instruction will be adjusted as needed following the review of Monthly SuccessMaker Reports, Bi-Weekly Tests, and Interim Assessment data reports.

Facilitator

Reading and Language Arts Department

Participants

Reading Teachers K-5

Target Dates or Schedule

Monthly for the 2013-2014 school year

Evidence of Completion

Formative Assessment: Bi-Weekly Assessments, District Interim Assessments, SuccessMaker Reports, and FAIR. Summative: 2013 FCAT 2.0 Reading Test

G1.B1.S2 Students will be assigned specific tasks on SuccessMaker that reinforce strategies that teach identifying the main idea and/or essential message in grade level texts

PD Opportunity 1

Following the FCIM, instruction will be adjusted as needed following the review of Monthly SuccessMaker Reports, Bi-Weekly Tests, and Interim Assessment data reports.

Facilitator

Reading and Language Arts Department

Participants

Reading Teachers K-5

Target Dates or Schedule

Monthly for the 2013-2014 school year

Evidence of Completion

Formative Assessment: Bi-Weekly Assessments, District Interim Assessments, SuccessMaker Reports, and FAIR. Summative: 2013 FCAT 2.0 Reading

G4. The results of the 2013 FCAT 2.0 Science Test indicate that 44% of our students achieved proficiency. Our goal for the 2014 FCAT 2.0 Science Test is to increase proficiency of Level 3 students from 28% to 32% and Level 4 and 5 proficiency from 16% to 18%.

G4.B2 As noted on the administration of the 2013 FCAT 2.0 Science Test, students scoring at Levels 4 and above in Grade 5 had the most difficulty with Nature of Science. Students need to be exposed to authentic inquiry based activities to further develop scientific reasoning and thinking skills.

G4.B2.S1 The fifth grade science teachers will work with students to identify community issues that can be addressed through service based and authentic learning. They will identify cross curricular connections and develop rubrics to evaluate projects. The LLT and the Science Liaison will partner local museums to foster partnerships that include visits from and interactions with actual scientists.

PD Opportunity 1

Quarterly for the 2013-2014 school year

Facilitator

Miami Museum of Science

Participants

Science Teachers K-5

Target Dates or Schedule

Following the FCIM, instruction will be adjusted as needed following the review of Bi-Weekly, FAIR, and Interim Assessments data.

Evidence of Completion

Formative: Monthly and Interim Assessments Summative: 2014 FCAT 2.0 Science Test

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT 2.0 Reading Test indicate that 52% of students achieved Level 3 in proficiency. Our goal for the 2013-2014 school year is to increase the proficiency of Level 3 students from 52% to 66%.	\$1,500
Total		\$1,500

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Total
EESAC	\$1,500	\$1,500
Total	\$1,500	\$1,500

Budget Details

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 52% of students achieved Level 3 in proficiency. Our goal for the 2013-2014 school year is to increase the proficiency of Level 3 students from 52% to 66%.

G1.B2 Students in the English Language Learner (ELL) subgroups' 2013 FCAT performance data indicate that there is a deficiency in Reporting Category 2, Reading Application. This is primarily due to the fact that students have limited opportunities outside of the school day to speak, read and write in English.

G1.B2.S1 Implement a school-wide vocabulary program. Teachers across content and curriculum areas will participate in teaching and reinforcing Word of the Week activities to increase meaningful Vocabulary acquisition.

Action Step 1

Instruction will be adjusted as needed following the review of Bi-Weekly, FAIR, and Interim Assessments data.

Resource Type

Other

Resource

World Wise 3000

Funding Source

EESAC

Amount Needed

\$1,500