



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Natural Bridge Elementary School

1650 NE 141ST ST
North Miami, FL 33181
305-891-8649
<http://nbe.dadeschools.net/>

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
96%

Alternative/ESE Center
No

Charter School
No

Minority Rate
100%

School Grades History

2013-14
C

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.

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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

Natural Bridge Elementary Schl

Principal

Mr. Frank V. MacBride, Jr.

School Advisory Council chair

Lynda Bandy

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

Name	Title
Frank V. MacBride Jr.	Principal
Dr. Josee Gregoire	Assistant Principal
Vernescia Smith	Primary Teacher
Mayeva Smith	Intermediate Teacher
Dr. Jesse Cukierkorn	Exceptional Student Education Teacher
Carol Santana	Reading Coach
April Vizcaino	Math Coach
Richard Glazer	School Psychologist
Dinah Dorvil	PD Liaison
Ellen Marcus	Guidance Counselor
Rodney Desraumeaux	Social Worker

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, Alternate Principal-1, Union Steward-1, Teacher-5, Alternate Teacher-1, Educational Support Employee-1, Alternate Educational Support-1, Parent-6, Alternate Parent-1, Student-1, Alternate Student-1, Business/Community Representative-2

Involvement of the SAC in the development of the SIP

SAC members will review school improvement plan and all stakeholder's will provide feedback for adjustments to be made based on data analysis and students' needs. All SIP reviews and decisions will be documented in SAC minutes. SAC members also provide final approval of SIP.

Activities of the SAC for the upcoming school year

SAC will meet monthly to discuss school data, activities, and other community involvement affecting school. SAC members will also monitor the implementation of the School Improvement Plan.

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

School improvement funds will be utilized to purchase science lab materials (\$250.00) Funds will also be used to purchase motivational rewards and incentives for improving attendance (\$500.00). SAC members will review request for funds and then schedule a meeting to discuss and vote for approval of expenditures.

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:

Mr. Frank V. MacBride, Jr.

Principal

Years as Administrator: 15

Years at Current School: 3

Credentials

Bachelors of Science, in
Elementary Education, from
Florida State University. Masters of Science, Elementary
Education, from Nova Southeastern University
Educational Leadership
Certificate from Nova Southeastern University

Performance Record

2013 – School Grade – C
Rdg. Proficiency, 43%
Math Proficiency, 43%
Rdg. Lrg. Gains, 72 points
Math Lrg. Gains, 65 points
Rdg. Imp. of Lowest 25% - 79 points
Math Imp. of Lowest 25% - 67 points
Rdg. AMO –NO
Math AMO–NO
2012 – School Grade – B
Rdg. Proficiency, 47%
Math Proficiency, 53%
Rdg. Lrg. Gains, 77 points
Math Lrg. Gains, 80 points
Rdg. Imp. of Lowest 25% - 74 points
Math Imp. of Lowest 25% - 78 points
Rdg. AMO – YES
Math AMO - YES
'11 '10 '09 '08
School Grade B C C C
AYP N N N N
High Standards Reading 64 46 42 58
High Standards Math 63 67 70 57
Learning Gains-Reading 59 54 58 59
Learning Gains-Math 63 53 82 60
Gains Reading-25% 61 61 59 63
Gains-Math-25% 61 64 90 65

Dr. Josee Gregoire

Asst Principal

Years as Administrator: 6

Years at Current School: 2

Credentials

Master of Science –Special
Education, Florida
International University:
Certification- Educational
Leadership, State of Florida:
Doctorate-Exceptional Student Education, Florida International
University BS-Political Science, Florida International University

Performance Record

2013 – School Grade – C
Rdg. Proficiency, 43%
Math Proficiency, 43%
Rdg. Lrg. Gains, 72 points
Math Lrg. Gains, 65 points
Rdg. Imp. of Lowest 25% - 79 points
Math Imp. of Lowest 25%- 67 points
Rdg. AMO – NO
Math AMO – NO
2012 – School Grade – C
Rdg. Proficiency, 34%
Math Proficiency, 40%
Rdg. Learning Gains, 65 points
Math Lrg. Gains, 66 points
Rdg. Imp. of Lowest 25% - 79 points
Math Imp. of Lowest 25% - 65 points
Rdg. AMO – NO
Math AMO - NO
'11 '10 '09 '08 School
Grade C B A C
AYP N N N N
High Standards Reading 56 61 61 59
High Standards Math 62 62 54 58
Learning Gains-Reading 56 64 70 68
Learning Gains-Math 51 63 69 56
Gains-Rdg-25% 58 57 67 70
Gains-Math-25% 56 72 80 61

Instructional Coaches**# of instructional coaches**

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Carol Caverio-Santana		
Full-time / School-based	Years as Coach: 9	Years at Current School: 16
Areas	Reading/Literacy	
Credentials	Elem. Ed. Reading ESOL Primary Ed.	
Performance Record	2013 – School Grade – C Rdg. Proficiency, 45% Rdg. Lrg. Gains, 72 points Rdg. Imp. of Lowest 25% - 79 points Rdg. AMO –NO 2012 – School Grade – B Rdg. Proficiency, 47% Rdg. Lrg. Gains, 77 points Rdg. Imp. of Lowest 25% - 74 points Rdg. AMO – YES '11 '10 '09 '08 School Grade A C B C AYP N N N N High Standards Reading 62 58 57 57 Learning Gains-Reading 61 58 65 61 Gains Reading-25% 66 45 68 53	

April Vizcaino		
Full-time / School-based	Years as Coach: 2	Years at Current School: 14
Areas	Mathematics	
Credentials	Elem. Ed. ESOL Endorsement	
Performance Record	2013 – School Grade – C Math Proficiency, 45% Math Lrg. Gains, 65 points Math Imp. of Lowest 25% - 67 points Math AMO – NO 2012 – School Grade – B Math Proficiency, 53% Math Lrg. Gains, 80 points Math Imp. of Lowest 25% - 78 points Math AMO - YES '11 '10 '09 '08 School Grade A C B C AYP N N N N High Standards Math 69 66 58 62 Learning Gains-Math 65 74 62 67 Gains-Math-25% 74 71 60 65	

Classroom Teachers**# of classroom teachers**

48

receiving effective rating or higher

48, 100%

Highly Qualified Teachers

71%

certified in-field

48, 100%

ESOL endorsed

35, 73%

reading endorsed

4, 8%

with advanced degrees

21, 44%

National Board Certified

0, 0%

first-year teachers

1, 2%

with 1-5 years of experience

9, 19%

with 6-14 years of experience

24, 50%

with 15 or more years of experience

14, 29%

Education Paraprofessionals**# of paraprofessionals**

9

Highly Qualified

8, 89%

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

Strategy:

1. Provide National Board Certification support – Lynda Bandy
2. Professional Development through Common Core State Standards for Reading and Math – District Personnel
3. Utilize collaborative planning and lesson studies among teachers to implement best practices – Grade Level Chairpersons and Leadership Team
4. Instructional Coaches will implement classroom walkthroughs to assist with rigor in the classroom – Instructional Coaches and Administration
5. Attend Career Fair and post positions on employee portal.

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

Mrs. Shekeita Williams is MINT trained; is an experienced teacher who readily provides coaching and mentoring opportunities to the beginning teacher.

The beginning teacher will also be monitored by the Reading Coach. Collaborative weekly meetings with mentor and leadership team will be held, as well as monthly professional development with the Reading Coach.

Teachers with previous teaching experience and teachers in year two and three are eligible to receive a buddy teacher (i.e. grade-level chair, reading coach, mathematics coach or National Board Certified Teacher.

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

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

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to

and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

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

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

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

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

Tier 1 (Leadership Team)

Principal, Frank V. MacBride Jr.

Assistant Principal, Dr. Josee Gregoire

Ensures data- based decision making, implementation of MTSS/ RtI implementation of intervention support and documentation, appropriate professional development, and communication with parents and community.

Primary Teacher, Vernescia Smith

Intermediate Teacher, Mayeva Smith Provide information about core instruction, collaborate with other staff members, integrates materials/instruction with activities.

Exceptional Student Education Teacher, Maritza Jimeno Integrates core instructional materials/activities into instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coaches, Carol Santana and April Vizcaino

Lead and evaluate school core content standards/programs: identify scientifically based curriculum and intervention approaches. Identify patterns of student needs to identify appropriate evidence-based intervention strategies; assists with programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; and implement the continuous coaching model.

School Psychologist, Richard Glazer

Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data based decision making activities.

PD Liaison Dinah Dorvil,

Provides curriculum support and professional development for targeted teachers and activities for Tier 1, 2, 3 students; assists with the disaggregation of data; assists with curriculum planning.

Guidance Counselor, Ellen Marcus

Organizes MTSS/RtI meetings; provides counseling for students with academic/behavioral needs; coordinates with outside agencies to provide extended resources to students.

Social Worker, Rodney Desraumeaux

Provides social history and family background information on students with academic/behavioral needs.

Tier 2

The following selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, or intervention:

Assistant Principal, Dr. Josee Gregoire

Instructional Coaches, Carol Santana and April Vizcaino

School Psychologist, Richard Glazer

Guidance Counselor, Ellen Marcus

Social Worker, Rodney Desraumeaux

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

Tier 3 SST

Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

Assistant Principal, Dr. Josee Gregoire

Instructional Coaches, Carol Santana and April Vizcaino

School Psychologist, Richard Glazer

Guidance Counselor, Ellen Marcus

Social Worker, Rodney Desraumeaux

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

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

Reading: FAIR, SAT 10, report card grades, STAR Enterprise, SuccessMaker, CELLA, MacGraw-Hill Assessments, District Interim Assessments, FCAT, WonderWorks Intervention,

Mathematics: Go Math! Assessments, SAT 10, report card grades, Go Math Soar to Success, District Interim Data, SuccessMaker reports, FCAT, Think Central

Science: Report card grades, Scott Foresman assessments, District Interim Assessments, FCAT

Writing: District Assessments, monthly school based-prompts

Behavior: Student at-risk profile report, attendance, behavior referrals(SCAMS), suspensions, inclusion rates, retentions, universal screening checklist, Behavior Rating Scale, referral frequency, problem behavior frequency, Behavior Observation Checklist, Student Case Management System, detentions, Team climate surveys

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

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

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1

and 2, and School Support Team Training.

2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.

3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation to reach a rating of at least 80% MTSS implementation in the school.

The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures.

A description of MTSS and MTSS 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: 1,440

The before and after school tutoring programs offer assistance in reading and mathematics for students who are not making adequate progress on a variety of assessment measures, including the FCAT test. We also have targeted small group assistance during the school day to help struggling students. The computer lab is available for students to access educational websites and tutorial software in core subject areas.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Students involved in extended learning programs will be monitored by classroom teachers and leadership team through school developed monthly assessments to determine mastery of targeted benchmarks. Data will be reviewed periodically and adjustments will be made to meet the most deficient needs.

FAIR data will also be utilized to progress monitor students attending Voyager tutorial sessions. Data will be gathered from Probability of Reading Success reports by the Reading Coach and classroom teachers to indicate growth in Reading by all grade levels from Assessment Period 1 through Assessment Period 3.

Who is responsible for monitoring implementation of this strategy?

classroom teachers and interventionists

Strategy: Weekend Program**Minutes added to school year:** 1,800

Our school offers a Saturday Academy to help assist students preparing for the FCAT Test components.

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?

Students involved in Saturday Academy will be monitored by classroom teachers and leadership team through school developed monthly assessments to determine mastery of targeted benchmarks. Data will be reviewed periodically and adjustments will be made to meet the most deficient needs.

Who is responsible for monitoring implementation of this strategy?

classroom teachers and tutors

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

Name	Title
Frank V. MacBride, Jr.	Principal
Dr. Josee Gregoire	Assistant Principal
Carol Cavero-Santana	Reading Coach
Thomas Kopelakis	Media Specialist
Lynda Bandy	Bilingual Chairperson
Kadienne Gomez	Primary Teacher
Anastasia Charles-Sealy	Intermediate Teacher
April Vizcaino	Math Coach
Ellen Marcus	Guidance Counselor
Vernescia Smith	UTD Steward
Dr. Richard Glazer	School Psychologist
Rodney Desraumeaux	School Social Worker

How the school-based LLT functions

The Literacy Leadership Team will meet monthly. The team will assist with evaluating reading data, participate in data chats, provide data reports, suggest professional development activities, provide guidance for the completion of data protocols, promote lesson study for the components of reading, incorporate rigorous reading activities in content areas, and provide a scaffold of differentiated reading strategies.

Major initiatives of the LLT

Students are assessed using the District Baseline Assessment and FAIR Assessment Period 1 in order to identify intervention groups. Students are then monitored through monthly assessments and Voyager checkpoints. Using the District Baseline and FAIR data, the LLT will identify the benchmarks in need of improvement according to the disaggregated data and develop intervention/strategies to address the deficiencies identified. The LLT will also assist in developing cross-curricular activities that promote literacy (i.e. Literacy in Science), promote the use of computer based literacy software, as well as monitor the intervention process. The LLT will provide professional development to staff on monitoring and implementing differentiated reading strategies as well as conduct daily curriculum walkthroughs.

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

Strategies used for assisting students with the transition from preschool into kindergarten include the administration of the statewide kindergarten screening tool (FLKRS) to determine the readiness of each child coming into kindergarten. In addition, parental involvement is encouraged through participation in EESAC meetings (last Thursday of every month), PTA meetings (3rd Thursday of each month), Parent Academy (last Wednesday of every month) and night school wide events such as report card night (held after first nine week grading period) and Science With A Twist (SWAT) every October. Kindergarten registration began February 1, 2013 and Open House was held on August 28, 2013. Students and parents are invited to an orientation in May given by the teachers in the Early Childhood Department. Parents are notified through announcements in flyers, the Connect Ed Program as well as announcements on our school's marquee. The Leadership Team will be contacting the local preschools in the community in order to invite them to view the Curriculum as well as all the Educational Services being provided. Provide quarterly parent meetings of three and four year old children to inservice and provide information to parents on how to prepare their children for kindergarten.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	49%	45%	No	54%
American Indian				
Asian				
Black/African American	48%	45%	No	53%
Hispanic	63%	46%	No	66%
White				
English language learners	38%	30%	No	45%
Students with disabilities	19%	23%	Yes	27%
Economically disadvantaged	48%	44%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	21%	29%
Students scoring at or above Achievement Level 4	54	21%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		72%	75%
Students in lowest 25% making learning gains (FCAT 2.0)		79%	81%

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)	104	60%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	53	30%	37%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	54	31%	38%

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	30	36%	42%
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	56%	45%	No	60%
American Indian				
Asian				
Black/African American	53%	42%	No	58%
Hispanic	73%	59%	No	76%
White				
English language learners	44%	41%	No	50%
Students with disabilities	28%	14%	No	35%
Economically disadvantaged	56%	45%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	25%	36%
Students scoring at or above Achievement Level 4	47	19%	24%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		65%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		67%	70%

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	27%	30%
Students scoring at or above Achievement Level 4	23	31%	32%

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)	6		7
Participation in STEM-related experiences provided for students	624	95%	97%

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	32	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	20	3%	2%
Students who are not proficient in reading by third grade	55	57%	51%
Students who receive two or more behavior referrals	102	16%	15%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	6	1%	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

See Parental Involvement Plan (PIP)

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
N/A			

Goals Summary

- G1.** On the 2013 FCAT 2.0 Reading 45% of students scored at level 3 and above. Our goal for 2014 is for 54% of students to score at level 3 and above, an increase of 9 percentage points.
- G2.** On the 2013 FCAT 2.0 Writing 36% of students scored at level 3.5 and above. Our goal for 2014 is for 42% of students to score at level 3.5 and above, an increase of 6 percentage points.
- G3.** On the 2013 FCAT 2.0 Mathematics 45% of students scored at level 3 and above. Our goal for 2014 is for 60% of students to score at level 3 and above, an increase of 15 percentage points.
- G4.** On the 2013 FCAT 2.0 Science 27% of students scored at level 3 and 31% scored at level 4 and 5. Our goal for 2014 is for 30% of students to score at level 3, and for 32% of students to score at level 4 and 5.
- G5.** The goal for the 2013-2014 school year is to increase the number of STEM-related experiences and the percentage of students participating in the activities.
- G6.** Our goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate intervention and support.

Goals Detail

G1. On the 2013 FCAT 2.0 Reading 45% of students scored at level 3 and above. Our goal for 2014 is for 54% of students to score at level 3 and above, an increase of 9 percentage points.

Targets Supported

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

Resources Available to Support the Goal

- McGraw- Hill; Graphic Organizers; Accelerated Reader; Imagine Learning; CELLA

Targeted Barriers to Achieving the Goal

- Students in the Black subgroup 2013 FCAT 2.0 Reading performance data indicate that there is a deficiency in Reporting Category 2- Reading Application [LA.3.5.1.7.2]; Students experienced difficulty with identifying Author's Purpose in text and how Author's Perspective influences text[NGSSS];Authors Purpose.
- Students in the Hispanic subgroup 2013 FCAT 2.0 Reading performance data indicate that there is a deficiency in Reporting Category 3- Literary Analysis Fiction/Non Fiction[LA.3.5.2.1.2]; Students experience difficulty in identifying and interpreting elements of story structure within a text [NGSSS];character development, setting, plot, problem/solution.
- Students in the English Language Learners subgroup 2013 FCAT 2.0 Reading performance data indicate that there is a deficiency in Reporting Category 1- Vocabulary [LA.3.5.1.6.8]; Students experienced difficulty in determining meanings of words and phrases as they are used in a text distinguishing literal from nonliteral language[NGSSS];Context Clues.
- Students in the Economically Disadvantaged subgroup 2013 FCAT 2.0 Reading performance data indicate that there is a deficiency in Reporting Category 1- Vocabulary [LA.3.5.1.6.3]; Students experienced difficulty with the ability to identify context clues, multiple meanings of context, and shades of meaning[NGSSS];Vocabulary.
- Performance data of students scoring at Achievement Level 3 on the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 3 – Literary Analysis Fiction/Non Fiction [LA.5.2.1.7] Descriptive and Figurative Language, Literary Analysis/Fiction/Nonfiction [NGSSS]. Students experienced difficulty in identifying descriptive language that defines moods and provides imagery.
- Performance data of students scoring at Achievement Level 4 on the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 4- Informational Text/Research Process [LA.3-5.6.1.1]; read and organize informational text and text features to perform a task. Students experienced difficulty interpreting graphical information (e.g., graphics, legends, illustrations diagrams, charts, keys), and locating, interpreting , and organizing information.
- Performance data of students making learning gains from the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 2- Reading Application [LA.3-5.1.7.2]; Identify Author's Purpose in text and how Author's Perspective influences text. Students experienced difficulty identifying author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.
- Performance data of students in lowest 25% making learning gains on the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 1- Vocabulary [LA.3-5.7.6.9]; Multiple Meanings in Context. Students experienced difficulty in determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area.
- ELL students not scoring proficient in LISTENING/SPEAKING on the 2013 CELLA have limited opportunities to practice listening and speaking skills. As a result, students' performance in auditory and oral abilities could be impacted.

- ELL students not scoring proficient in READING on the 2013 CELLA require additional support to fully comprehend reading in passages.
- ELL students not scoring proficient in WRITING on the 2013 CELLA need additional practice in daily writing (e.g. journals, quick write, bell ringer, exit slip, home learning).

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from FCAT Writing

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment: Students' scores on monthly writing assessments. Summative Assessment: 2014 FCAT 2.0

G2. On the 2013 FCAT 2.0 Writing 36% of students scored at level 3.5 and above. Our goal for 2014 is for 42% of students to score at level 3.5 and above, an increase of 6 percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- Reading Coach; Thinking Maps Graphic Organizers; New writing standards

Targeted Barriers to Achieving the Goal

- Performance data of students scoring 3.5 or above on the 2013 FCAT Writing indicates that students demonstrated difficulty in narrative writing. Students require additional practice with following the writing process and experience in editing and revising their work.
- Performance data of students scoring 3.5 or above on the 2013 FCAT Writing indicates students need more skills in editing for language conventions in expository writing.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from FCAT 2.0

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessment: Writing portfolios, and monthly writing assessments. Summative Assessment: Scored writing samples of pre/mid-year writing prompts; 2014 FCAT 2.0

G3. On the 2013 FCAT 2.0 Mathematics 45% of students scored at level 3 and above. Our goal for 2014 is for 60% of students to score at level 3 and above, an increase of 15 percentage points.

Targets Supported

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

Resources Available to Support the Goal

- Houghton Mifflin Go Math! Series (Common Core Edition)

Targeted Barriers to Achieving the Goal

- Students in the All Subgroup 2013 FCAT did not make their 2012-2013 AMO. Mathematics performance data indicate that there is a deficiency in Reporting Category - Number: Fractions. All students need to be provided opportunities for mathematical exploration and the development of students understanding of fractions through the use of manipulatives/models and engaging opportunities for practice.
- Students in the Black Subgroup did not make their 2012-2013 AMO. Mathematics performance data indicate that there is a deficiency in Reporting Category - Geometry and Measurement. The Black student subgroup needs to be provided support as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.
- Students in the Hispanic Subgroup did not make their 2012-2013 AMO. Mathematics performance data indicate that there is a deficiency in Reporting Category - Number: Operations, Problems, and Statistics. Hispanic students need multiple opportunities to foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.
- Students in the ELL Subgroup did not make their 2012-2013 AMO. Mathematics performance data indicate that there is a deficiency in Reporting Category - Number: Operations, Problems, and Statistics. ELL students need to be provided opportunities to utilize Thinking Maps, visual aids, and audio-visual aids to assist in enhancing students' understanding of mathematics.
- Students in the SWD Subgroup did not make their 2012-2013 AMO. Mathematics performance data indicate that there is a deficiency in Reporting Category - Number: Fractions. SWD students need to be provided contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice.
- Students in the ED Subgroup did not make their 2012-2013 AMO. Mathematics performance data indicate that there is a deficiency in Reporting Category - Geometry and Measurement. ED students need to be provided opportunities to utilize technology to assist in enhancing students' understanding of mathematics.
- Performance data of students scoring at Achievement Level 3 on the 2013 FCAT 2.0 Math indicates that students in Grade 3 experienced difficulty in Reporting Category – Number: Fractions. Students need many and varied opportunities for mathematical exploration and the development of understanding of fractions through the use of manipulatives/models and engaging opportunities for practice.
- Performance data of students scoring at Achievement Level 3 on the 2013 FCAT 2.0 Math indicates that students in Grades 4 & 5 experienced difficulty in Reporting Category – Geometry and Measurement. Students need increased opportunities to develop an understanding of area;

classification of angles; identification of results of transformations; and identification and building of a three-dimensional object from a two-dimensional representation and vice versa.

- Performance data of students scoring at or above Achievement Level 4 on the 2013 FCAT 2.0 Math indicates that students need additional opportunities to discuss and write about mathematics.
- Performance data of students making learning gains on the 2013 FCAT 2.0 Math indicates that students experienced difficulty in Reporting Category – Number and Operations. Students need many and varied opportunities for mathematical exploration and the development of understanding of number and operations through the use of manipulatives and engaging opportunities for practice.
- Performance data of students in lowest 25% making learning gains on the 2013 FCAT 2.0 Reading indicates that students experienced difficulty in Reporting Category – Geometry and Measurement. Students need increased opportunities to develop an understanding of area; classification of angles; identification of results of transformations; and identification and building of a three-dimensional object from a two-dimensional representation and vice versa.

Plan to Monitor Progress Toward the Goal

Analyze data from assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessments: District Interim Reports Summative Assessments: Results from the 2014 FCAT 2.0

G4. On the 2013 FCAT 2.0 Science 27% of students scored at level 3 and 31% scored at level 4 and 5. Our goal for 2014 is for 30% of students to score at level 3, and for 32% of students to score at level 4 and 5.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Scott Foresman Science Series Gizmos Discovery Education

Targeted Barriers to Achieving the Goal

- As noted on the 2013 Science FCAT 2.0, students who scored a Level 3 in Grade 5 had most difficulty with Reporting Category - The Nature of Science. Students performing at mastery level of this reporting category will generally be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.
- As noted on the 2013 Science FCAT 2.0, students who scored Level 4 and 5 in Grade 5 had most difficulty with Reporting Category - Physical Science. Students performing at the mastery level of this reporting category will consistently be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and FCAT 2.0

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessments: District Interim Reports Summative Assessments: Results from the 2014 FCAT 2.0

G5. The goal for the 2013-2014 school year is to increase the number of STEM-related experiences and the percentage of students participating in the activities.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Scott Foresman Science Kits Gizmos Discovery Education

Targeted Barriers to Achieving the Goal

- Students need an increase in the number of experiences to conduct hands on activities and produce project-based learning based on timeline given.
- The percentage of student participation in STEM-related activities needs to be increased.

Plan to Monitor Progress Toward the Goal

The Leadership Team will analyze data from monthly benchmark assessments to monitor effectiveness and student progress.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data from District Interim reports will be used to monitor student progress.

G6. Our goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate intervention and support.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- COGNOS reports
- Code of Student Conduct
- SPOT Success Recognition Program

Targeted Barriers to Achieving the Goal

- There is a need to provide informational sessions on attendance targeting students who miss ten percent or more of school in order to assist parents with the understanding of guidelines for Miami-Dade County Public Schools.
- There is a need to reduce the number of students retained.
- Students who are non-proficient in reading by third grade need additional support with decoding and comprehension skills.
- Students with two or more behavior referrals/one or more that lead to suspension need additional support with self-control and respect for each other as well as understanding proper behavior.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and FCAT 2.0

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Interim Reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2013 FCAT 2.0 Reading 45% of students scored at level 3 and above. Our goal for 2014 is for 54% of students to score at level 3 and above, an increase of 9 percentage points.

G1.B1 Students in the Black subgroup 2013 FCAT 2.0 Reading performance data indicate that there is a deficiency in Reporting Category 2- Reading Application [LA.3.5.1.7.2]; Students experienced difficulty with identifying Author's Purpose in text and how Author's Perspective influences text[NGSSS];Authors Purpose.

G1.B1.S1 Students will be provided practice in making inferences and drawing conclusions within and across texts using grade level appropriate materials and teachers will instruct students with the use of one sentence summarizers, author's purpose chart, and main idea table to provide practice in identifying topics and themes within texts.

Action Step 1

Students will be provided practice in making inferences and drawing conclusions within and across texts using grade level appropriate materials and teachers will instruct students with the use of one sentence summarizers, author's purpose chart, and main idea table to provide practice in identifying topics and themes within texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly generated assessment and student work samples

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

Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

FAIR, monthly generated assessment, student work samples, and district interim assessment

Plan to Monitor Effectiveness of G1.B1.S1

Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: FAIR, monthly generated assessment, student work samples, and district interim assessment, 2014 FCAT 2.0

G1.B2 Students in the Hispanic subgroup 2013 FCAT 2.0 Reading performance data indicate that there is a deficiency in Reporting Category 3- Literary Analysis Fiction/Non Fiction[LA.3.5.2.1.2]; Students experience difficulty in identifying and interpreting elements of story structure within a text [NGSSS];character development, setting, plot, problem/solution.

G1.B2.S1 Students will utilize graphic organizers with mentor text to identify and interpret elements of story structure. Teachers will help students understand character development, and character point of view by utilizing a character chart.

Action Step 1

Students will utilize graphic organizers with mentor text to identify and interpret elements of story structure. Teachers will help students understand character development, and character point of view by utilizing a character chart.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FAIR, student work samples, and district interim assessment

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

Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

FAIR, student work samples, and district interim assessment

Plan to Monitor Effectiveness of G1.B2.S1

Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: FAIR, student work samples, and district interim assessment, 2014 FCAT 2.0

G1.B3 Students in the English Language Learners subgroup 2013 FCAT 2.0 Reading performance data indicate that there is a deficiency in Reporting Category 1- Vocabulary [LA.3.5.1.6.8]; Students experienced difficulty in determining meanings of words and phrases as they are used in a text distinguishing literal from nonliteral language[NGSSS];Context Clues.

G1.B3.S1 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. Students will utilize Imagine Learning software program to determine the meanings of unfamiliar complex words.

Action Step 1

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. Students will utilize Imagine Learning software program to determine the meanings of unfamiliar complex words.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FAIR, monthly generated assessment, student work samples, Imagine Learning reports, and district interim assessment

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

Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

FAIR, monthly generated assessment, student work samples, Imagine Learning reports, and district interim assessment

Plan to Monitor Effectiveness of G1.B3.S1

Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: FAIR, monthly generated assessment, student work samples, Imagine Learning reports, and district interim assessment, 2014 FCAT 2.0

G1.B4 Students in the Economically Disadvantaged subgroup 2013 FCAT 2.0 Reading performance data indicate that there is a deficiency in Reporting Category 1- Vocabulary [LA.3.5.1.6.3]; Students experienced difficulty with the ability to identify context clues, multiple meanings of context, and shades of meaning[NGSSS];Vocabulary.

G1.B4.S1 Teachers will provide students with opportunities to close read utilizing complex text in all content areas. Students will use concept maps to build knowledge of word meanings and relationships.

Action Step 1

Teachers will provide students with opportunities to close read utilizing complex text in all content areas. Students will use concept maps to build knowledge of word meanings and relationships.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FAIR, monthly generated assessment, student work samples, and district interim assessment

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

Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

FAIR, monthly generated assessment, student work samples, and district interim assessment

Plan to Monitor Effectiveness of G1.B4.S1

Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: FAIR, monthly generated assessment, student work samples, and district interim assessment, 2014 FCAT 2.0

G1.B5 Performance data of students scoring at Achievement Level 3 on the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 3 – Literary Analysis Fiction/Non Fiction [LA.5.2.1.7] Descriptive and Figurative Language, Literary Analysis/Fiction/Nonfiction [NGSSS]. Students experienced difficulty in identifying descriptive language that defines moods and provides imagery.

G1.B5.S1 Instruction should include the use poetry to practice identifying descriptive language that defines moods and provides imagery. Instruction will also be focused on text features (subtitles, headings, charts, graphs, diagrams, etc.) to locate, interpret, and organize information.

Action Step 1

Instruction should include the use poetry to practice identifying descriptive language that defines moods and provides imagery. Instruction will also be focused on text features (subtitles, headings, charts, graphs, diagrams, etc.) to locate, interpret, and organize information.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments and teacher generated assessments

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

Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review assessment data bi-weekly and adjust instruction as needed. The team will also review data in order to monitor students' knowledge in the area of Descriptive and Figurative Language and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review assessment data bi-weekly and adjust instruction as needed. The team will also review data in order to monitor students' knowledge in the area of Descriptive and Figurative Language and to adjust instruction as needed.

Plan to Monitor Effectiveness of G1.B5.S1

Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review assessment data bi-weekly and adjust instruction as needed. The team will also review data in order to monitor students' knowledge in the area of Descriptive and Figurative Language and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: District Interim Assessments and teacher generated assessments, 2014 FCAT 2.0

G1.B6 Performance data of students scoring at Achievement Level 4 on the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 4- Informational Text/Research Process [LA.3-5.6.1.1]; read and organize informational text and text features to perform a task. Students experienced difficulty interpreting graphical information (e.g., graphics, legends, illustrations diagrams, charts, keys), and locating, interpreting , and organizing information.

G1.B6.S1 Students will use real-world documents such as, how-to articles, brochures, fliers, and websites; use text features to locate, interpret, and organize. Students will also recognize the characteristics of reliable and valuable information.

Action Step 1

Students will use real-world documents such as, how-to articles, brochures, fliers, and websites; use text features to locate, interpret, and organize. Students will also recognize the characteristics of reliable and valuable information.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments and teacher generated assessments

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

Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review assessment data bi-weekly and adjust instruction as needed. The team will also review data monthly in order to monitor students' knowledge in the area of Informational Text and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

District Interim Assessments and teacher generated assessments

Plan to Monitor Effectiveness of G1.B6.S1

Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review assessment data bi-weekly and adjust instruction as needed. The team will also review data monthly in order to monitor students' knowledge in the area of Informational Text and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: District Interim Assessments and teacher generated assessments, 2014
FCAT 2.0

G1.B7 Performance data of students making learning gains from the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 2- Reading Application [LA.3-5.1.7.2]; Identify Author's Purpose in text and how Author's Perspective influences text. Students experienced difficulty identifying author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.

G1.B7.S1 Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Teachers will focus on what the author thinks and feels. Accelerated Reader and on-line quizzes will also be used to monitor comprehension.

Action Step 1

Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Teachers will focus on what the author thinks and feels. Accelerated Reader and on-line quizzes will also be used to monitor comprehension.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments, Accelerated Reader reports, and teacher generated assessments

Facilitator:

Accelerated Reader Webinars

Participants:

K-5 Classroom Teachers

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

Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review assessment data bi-weekly and adjust instruction as needed. The team will also review data monthly in order to monitor students' knowledge in the area of Author's Purpose/Perspective and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

District Interim Assessments, Accelerated Reader reports, and teacher generated assessments

Plan to Monitor Effectiveness of G1.B7.S1

Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review assessment data bi-weekly and adjust instruction as needed. The team will also review data monthly in order to monitor students' knowledge in the area of Author's Purpose/Perspective and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

bi-weekly

Evidence of Completion

District Interim Assessments, Accelerated Reader reports, and teacher generated assessments, 2014 FCAT 2.0

G1.B8 Performance data of students in lowest 25% making learning gains on the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 1- Vocabulary [LA.3-5.7.6.9]; Multiple Meanings in Context. Students experienced difficulty in determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area.

G1.B8.S1 Teachers will incorporate reading strategies and vocabulary activities in the McGraw-Hill intervention program that help students determine the meaning of words by using context clues. Teachers will provide students with practice in recognizing word relationships and identifying the multiple meanings of words through word walls, and word of the day.

Action Step 1

Teachers will incorporate reading strategies and vocabulary activities in the McGraw-Hill intervention program that help students determine the meaning of words by using context clues. Teachers will provide students with practice in recognizing word relationships and identifying the multiple meanings of words through word walls, and word of the day.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FAIR, weekly generated assessment and Voyager

Facilitator:

Reading Coach and Wonders Reading Webinar

Participants:

K-5 Classroom Teachers

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

Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review assessment data bi-weekly and adjust instruction as needed. The team will also review data monthly in order to monitor students' knowledge in the area of Multiple Meanings and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

FAIR, weekly generated assessment and Voyager

Plan to Monitor Effectiveness of G1.B8.S1

Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review assessment data bi-weekly and adjust instruction as needed. The team will also review data monthly in order to monitor students' knowledge in the area of Multiple Meanings and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: FAIR, weekly generated assessment and Voyager, 2014 FCAT 2.0

G1.B9 ELL students not scoring proficient in LISTENING/SPEAKING on the 2013 CELLA have limited opportunities to practice listening and speaking skills. As a result, students' performance in auditory and oral abilities could be impacted.

G1.B9.S1 Provide weekly opportunities for listening and speaking activities that utilize listening centers (with headphones), literacy circles, Socratic seminars, and CELLA Connections. ELL level 1 and 2 students will engage with Imagine Learning for 20 minutes daily.

Action Step 1

Provide weekly opportunities for listening and speaking activities that utilize listening centers (with headphones), literacy circles, Socratic seminars, and CELLA Connections. ELL level 1 and 2 students will engage with Imagine Learning for 20 minutes daily.

Person or Persons Responsible

ELL Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Imagine Learning usage and learning gains reports.

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

The ESOL teacher along with administration will monitor monthly usage reports and make instructional decisions based on learning gains report for individualized intervention.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Imagine Learning usage and learning gains reports.

Plan to Monitor Effectiveness of G1.B9.S1

The ESOL teacher along with administration will monitor monthly usage reports and make instructional decisions based on learning gains report for individualized intervention.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Imagine Learning usage and learning gains reports, 2014 FCAT 2.0

G1.B10 ELL students not scoring proficient in READING on the 2013 CELLA require additional support to fully comprehend reading in passages.

G1.B10.S1 Students will use the KWL strategy to list information known before reading and information learned after reading.

Action Step 1

Students will use the KWL strategy to list information known before reading and information learned after reading.

Person or Persons Responsible

ELL Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Data chat forms and classroom observations

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

ESOL teacher and administration will monitor data binders and student data chat forms that include CELLA data. As well as use of CELLA Connections in lesson plans.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Data chat forms and classroom observations

Plan to Monitor Effectiveness of G1.B10.S1

ESOL teacher and administration will monitor data binders and student data chat forms that include CELLA data. As well as use of CELLA Connections in lesson plans.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Data chat forms and classroom observations, 2014 FCAT 2.0

G1.B11 ELL students not scoring proficient in WRITING on the 2013 CELLA need additional practice in daily writing (e.g. journals, quick write, bell ringer, exit slip, home learning).

G1.B11.S1 Students will use writing prompts to motivate them into the ongoing process of writing that includes: planning, drafting, revising, editing, and publishing.

Action Step 1

Students will use writing prompts to motivate them into the ongoing process of writing that includes: planning, drafting, revising, editing, and publishing.

Person or Persons Responsible

ELL teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Protocol; Work Folder Evaluation

Facilitator:

Reading Coach

Participants:

ELL Resource Teacher and Classroom Teachers

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

ESOL teacher, Reading Coach, and administration will monitor lesson plans for evidence of common planning ; classroom observations of implementation; and student work folders.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Protocol; Work Folder Evaluation

Plan to Monitor Effectiveness of G1.B11.S1

Students will use writing prompts to motivate them into the ongoing process of writing that includes: planning, drafting, revising, editing, and publishing.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Classroom Walkthrough Protocol; Work Folder Evaluation, 2014 FCAT 2.0

G2. On the 2013 FCAT 2.0 Writing 36% of students scored at level 3.5 and above. Our goal for 2014 is for 42% of students to score at level 3.5 and above, an increase of 6 percentage points.

G2.B1 Performance data of students scoring 3.5 or above on the 2013 FCAT Writing indicates that students demonstrated difficulty in narrative writing. Students require additional practice with following the writing process and experience in editing and revising their work.

G2.B1.S1 Students will utilize Thinking Maps graphic organizers to sustain writing and develop a plan with an organized sequence of events. An emphasis on the use of supporting details as well as mentor texts will be utilized to enhance pieces of writing.

Action Step 1

Students will utilize Thinking Maps graphic organizers to sustain writing and develop a plan with an organized sequence of events. An emphasis on the use of supporting details as well as mentor texts will be utilized to enhance pieces of writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' scores on monthly writing assessments

Facilitator:

Thinking Maps Trainer

Participants:

Classroom Teachers

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

Literacy Leadership Team will monitor students' monthly writing prompt scores and adjust students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Students' scores on monthly writing assessments.

Plan to Monitor Effectiveness of G2.B1.S1

Follow FCIM using data from FCAT 2.0

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: Students' scores on monthly writing assessments, 2014 FCAT 2.0

G2.B2 Performance data of students scoring 3.5 or above on the 2013 FCAT Writing indicates students need more skills in editing for language conventions in expository writing.

G2.B2.S1 During weekly Writers/Grammar Café students will use an editing chart and conference with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences.

Action Step 1

During weekly Writers/Grammar Café students will use an editing chart and conference with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Writing portfolios, and monthly writing assessments.

Facilitator:

Reading Coach

Participants:

Classroom Teachers

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

Literacy Leadership Team will review students' drafts and monthly writing prompts to determine if students are making adequate progress and adjust instruction accordingly.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Writing portfolios, and monthly writing assessments

Plan to Monitor Effectiveness of G2.B2.S1

Following the FCIM model, monthly assessment data from writing prompts will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: Writing portfolios, and monthly writing assessments, 2014 FCAT 2.0

G3. On the 2013 FCAT 2.0 Mathematics 45% of students scored at level 3 and above. Our goal for 2014 is for 60% of students to score at level 3 and above, an increase of 15 percentage points.

G3.B1 Students in the All Subgroup 2013 FCAT did not make their 2012-2013 AMO. Mathematics performance data indicate that there is a deficiency in Reporting Category - Number: Fractions. All students need to be provided opportunities for mathematical exploration and the development of students understanding of fractions through the use of manipulatives/models and engaging opportunities for practice.

G3.B1.S1 Students will compare and order fractions, including fractions greater than one, using models or strategies, and generate equivalent fractions and decimals with and without models. Students will also add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations.

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Reports

Facilitator:

Math Coach

Participants:

Math Teachers

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

Following the FCIM Model Quarterly Assessment Data Reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from District Interim reports will be used to monitor student progress.

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM Model Quarterly Assessment Data Reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Reports, 2014 FCAT 2.0

G3.B2 Students in the Black Subgroup did not make their 2012-2013 AMO. Mathematics performance data indicate that there is a deficiency in Reporting Category - Geometry and Measurement. The Black student subgroup needs to be provided support as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

G3.B2.S1 Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice.

Action Step 1

Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

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

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

Following the FCIM Model Quarterly Assessment Data Reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

District Interim Reports

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM Model Quarterly Assessment Data Reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Reports, 2014 FCAT 2.0

G3.B3 Students in the Hispanic Subgroup did not make their 2012-2013 AMO. Mathematics performance data indicate that there is a deficiency in Reporting Category - Number: Operations, Problems, and Statistics. Hispanic students need multiple opportunities to foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

G3.B3.S1 Students will discuss and write about mathematics in their daily journals and will have daily practice in reading, writing and solving word problems related to real world situations. Students will also have opportunities to answer questions about math operations including “how” and “why” while developing skills. As students become increasingly proficient, complexity of the problems will increase and scaffolding of skills will decrease.

Action Step 1

Students will discuss and write about mathematics in their daily journals and will have daily practice in reading, writing and solving word problems related to real world situations. Students will also have opportunities to answer questions about math operations including “how” and “why” while developing skills. As students become increasingly proficient, complexity of the problems will increase and scaffolding of skills will decrease.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly benchmark assessments District Interim Assessments

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

Following the FCIM Model Quarterly Assessment Data Reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from District Interim Reports will be used to monitor student progress.

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM Model Quarterly Assessment Data Reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Reports, 2014 FCAT 2.0

G3.B4 Students in the ELL Subgroup did not make their 2012-2013 AMO. Mathematics performance data indicate that there is a deficiency in Reporting Category - Number: Operations, Problems, and Statistics. ELL students need to be provided opportunities to utilize Thinking Maps, visual aids, and audio-visual aids to assist in enhancing students' understanding of mathematics.

G3.B4.S1 Provide students opportunities to access technology software such as SuccessMaker, Discovery Education, Riverdeep, and Gizmos to reinforce mathematical concepts.

Action Step 1

Students will be provided opportunities to access technology software such as SuccessMaker, Discovery Education, Riverdeep, and Gizmos to reinforce mathematical concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

SuccessMaker and District Interim Reports

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

Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Reports SuccessMaker Reports

Plan to Monitor Effectiveness of G3.B4.S1

Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Reports, 2014 FCAT 2.0

G3.B5 Students in the SWD Subgroup did not make their 2012-2013 AMO. Mathematics performance data indicate that there is a deficiency in Reporting Category - Number: Fractions. SWD students need to be provided contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice.

G3.B5.S1 Students need to be provided contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice.

Action Step 1

Students need to be provided contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly benchmark assessments District Interim Reports

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

Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly benchmark assessments District Interim Reports

Plan to Monitor Effectiveness of G3.B5.S1

Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: District Interim Reports, 2014 FCAT 2.0

G3.B6 Students in the ED Subgroup did not make their 2012-2013 AMO. Mathematics performance data indicate that there is a deficiency in Reporting Category - Geometry and Measurement. ED students need to be provided opportunities to utilize technology to assist in enhancing students' understanding of mathematics.

G3.B6.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of determining the area of two-dimensional shapes, and identifying angles and transformations.

Action Step 1

Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of determining the area of two-dimensional shapes, and identifying angles and transformations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Reports

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

Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: District Interim Reports

Plan to Monitor Effectiveness of G3.B6.S1

Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: District Interim Reports, 2014 FCAT 2.0

G3.B7 Performance data of students scoring at Achievement Level 3 on the 2013 FCAT 2.0 Math indicates that students in Grade 3 experienced difficulty in Reporting Category – Number: Fractions. Students need many and varied opportunities for mathematical exploration and the development of understanding of fractions through the use of manipulatives/models and engaging opportunities for practice.

G3.B7.S1 Students will have Increased opportunities to model equivalent representations of given numbers using manipulatives, and the use of writing in mathematics to help students communicate their understanding of difficult concepts, reinforcing skills and allowing for correction of misconceptions. Opportunities will be provided for students to be placed in cooperative learning groups to solve problems and communicate their thinking.

Action Step 1

Students will have Increased opportunities to model equivalent representations of given numbers using manipulatives, and the use of writing in mathematics to help students communicate their understanding of difficult concepts, reinforcing skills and allowing for correction of misconceptions. Opportunities will be provided for students to be placed in cooperative learning groups to solve problems and communicate their thinking.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments

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

Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Reports

Plan to Monitor Effectiveness of G3.B7.S1

Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: District Interim Reports, 2014 FCAT 2.0

G3.B8 Performance data of students scoring at Achievement Level 3 on the 2013 FCAT 2.0 Math indicates that students in Grades 4 & 5 experienced difficulty in Reporting Category – Geometry and Measurement. Students need increased opportunities to develop an understanding of area; classification of angles; identification of results of transformations; and identification and building of a three-dimensional object from a two-dimensional representation and vice versa.

G3.B8.S1 Support will be provided to students as they make sense of problems and persevere in solving them, taking advantage of learning opportunities and adjust instruction appropriately to meet student needs.

Action Step 1

Support will be provided to students as they make sense of problems and persevere in solving them, taking advantage of learning opportunities and adjust instruction appropriately to meet student needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments

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

Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Reports

Plan to Monitor Effectiveness of G3.B8.S1

Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: District Interim Reports, 2014 FCAT 2.0

G3.B9 Performance data of students scoring at or above Achievement Level 4 on the 2013 FCAT 2.0 Math indicates that students need additional opportunities to discuss and write about mathematics.

G3.B9.S1 Engage students in journaling and discussion activities that center around such questions as why and how. Guide students to discover mathematical relationships and to use appropriate vocabulary to discuss these relationships.

Action Step 1

Engage students in journaling and discussion activities that center around such questions as why and how. Guide students to discover mathematical relationships and to use appropriate vocabulary to discuss these relationships.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Reports

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

Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Reports

Plan to Monitor Effectiveness of G3.B9.S1

Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Leadership

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: District Interim Reports, 2014 FCAT 2.0

G3.B10 Performance data of students making learning gains on the 2013 FCAT 2.0 Math indicates that students experienced difficulty in Reporting Category – Number and Operations. Students need many and varied opportunities for mathematical exploration and the development of understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

G3.B10.S1 Provide opportunities for students to describe and apply the inverse property to solve real-world problem and to check the solution of a problem involving multiplication or division.

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Reports

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

Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Reports

Plan to Monitor Effectiveness of G3.B10.S1

Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Leadership

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: District Interim Reports, 2014 FCAT 2.0

G3.B11 Performance data of students in lowest 25% making learning gains on the 2013 FCAT 2.0 Reading indicates that students experienced difficulty in Reporting Category – Geometry and Measurement. Students need increased opportunities to develop an understanding of area; classification of angles; identification of results of transformations; and identification and building of a three-dimensional object from a two-dimensional representation and vice versa.

G3.B11.S1 Provide support to students as they make sense of problems and persevere in solving them, taking advantage of learning opportunities and adjust instruction appropriately to meet student needs.

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Reports

Facilitator:

Math Coach

Participants:

Math Teachers

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

Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Reports

Plan to Monitor Effectiveness of G3.B11.S1

Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: District Interim Reports, 2014 FCAT 2.0

G4. On the 2013 FCAT 2.0 Science 27% of students scored at level 3 and 31% scored at level 4 and 5. Our goal for 2014 is for 30% of students to score at level 3, and for 32% of students to score at level 4 and 5.

G4.B1 As noted on the 2013 Science FCAT 2.0, students who scored a Level 3 in Grade 5 had most difficulty with Reporting Category - The Nature of Science. Students performing at mastery level of this reporting category will generally be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

G4.B1.S1 By increasing 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 State Standards, students will increase achievement. Implement all essential laboratories developed by MDCPS. Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.

Action Step 1

Develop Higher-Order Questioning Strategies using Explicit-Reflective instruction to enhance student thinking. Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from District Interim reports will be used to monitor student progress.

Facilitator:

Science Liason

Participants:

Fifth Grade Science Teachers

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

Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Reports

Plan to Monitor Effectiveness of G4.B1.S1

Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: District Interim Reports, 2014 FCAT 2.0

G4.B2 As noted on the 2013 Science FCAT 2.0, students who scored Level 4 and 5 in Grade 5 had most difficulty with Reporting Category - Physical Science. Students performing at the mastery level of this reporting category will consistently be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

G4.B2.S1 Ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards.

Action Step 1

Ensure that all students have the opportunity to design, create, and present representations and models of natural or man-made phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from District Interim reports will be used to monitor student progress.

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

Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Reports

Plan to Monitor Effectiveness of G4.B2.S1

Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: District Interim Reports, 2014 FCAT 2.0

G5. The goal for the 2013-2014 school year is to increase the number of STEM-related experiences and the percentage of students participating in the activities.

G5.B1 Students need an increase in the number of experiences to conduct hands on activities and produce project-based learning based on timeline given.

G5.B1.S1 Students will conduct more hands on activities through garden grant, Gizmos, Discovery Education, science fair, SWAT (Science With A Twist), field trips, and journal response writing.

Action Step 1

Students will conduct more hands on activities through garden grant, Gizmos, Discovery Education, science fair, SWAT (Science With A Twist), field trips, and journal response writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Reports Number of STEM-related events/activities

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

Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Reports Number of STEM-related events/activities

Plan to Monitor Effectiveness of G5.B1.S1

Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: District Interim Reports, 2014 FCAT 2.0

G5.B2 The percentage of student participation in STEM-related activities needs to be increased.

G5.B2.S1 STEM-related activities will be highly promoted through flyers, morning announcements, and Connect Ed messages to raise awareness and excitement about upcoming events. In addition to activities during school hours, events will also take place after school hours to encourage family involvement in such activities.

Action Step 1

More students will participate in hands on activities through garden grant, Gizmos, Discovery Education, science fair, SWAT (Science With A Twist), field trips, and journal response writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Reports Number of students participating in STEM-related events/activities

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

Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Reports Number of students participating in STEM-related events/activities

Plan to Monitor Effectiveness of G5.B2.S1

Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: District Interim Reports, 2014 FCAT 2.0

G6. Our goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate intervention and support.

G6.B1 There is a need to provide informational sessions on attendance targeting students who miss ten percent or more of school in order to assist parents with the understanding of guidelines for Miami-Dade County Public Schools.

G6.B1.S1 The administration ,counselor, social worker, and Community Involvement Specialist (CIS) will review attendance data on a daily basis, look for progress in the area of attendance and tardies, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardies utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports.

Action Step 1

The administration ,counselor, social worker, and Community Involvement Specialist (CIS) will review attendance data on a daily basis, look for progress in the area of attendance and tardies, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardies utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports.

Person or Persons Responsible

Administration and Guidance Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

COGNOS report

Facilitator:

Assistant Principal, Guidance Counselor, Community Involvement Specialist

Participants:

Parents and students

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

Follow FCIM using data from COGNOS report

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

COGNOS report

Plan to Monitor Effectiveness of G6.B1.S1

Follow FCIM using data from COGNOS and daily attendance bulletin

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

COGNOS report; daily attendance bulletin, 2014 FCAT 2.0

G6.B2 There is a need to reduce the number of students retained.

G6.B2.S1 Intervention groups will be established to include all retained students utilizing the McGraw-Hill Wonder Works Reading program and SuccessMaker Prescriptive Scheduling.

Action Step 1

Establish intervention groups that include all retained students.

Person or Persons Responsible

Reading Coach and Interventionist

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessment

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

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

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessment

Plan to Monitor Effectiveness of G6.B2.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Reports, 2014 FCAT 2.0

G6.B3 Students who are non-proficient in reading by third grade need additional support with decoding and comprehension skills.

G6.B3.S1 Before and after school tutorials will be established to address students' areas of need. Participation in these programs will focus on reading strategies, test taking skills, and oral reading fluency.

Action Step 1

Before and after school tutorials will be established to address students' areas of need. Participation in these programs will focus on reading strategies, test taking skills, and oral reading fluency.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G6.B3.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Reports, 2014 FCAT 2.0

G6.B4 Students with two or more behavior referrals/one or more that lead to suspension need additional support with self-control and respect for each other as well as understanding proper behavior.

G6.B4.S1 The administration and counselor will monitor the Spot Success Report by grade level and the COGNOS report on student outdoor suspension and provide incentives for compliance. In addition, parent contact logs will be reviewed for evidence of communication with parents of students who display inappropriate behavior.

Action Step 1

The administration and counselor will monitor the Spot Success Report by grade level and the COGNOS report on student outdoor suspension and provide incentives for compliance. In addition, parent contact logs will be reviewed for evidence of communication with parents of students who display inappropriate behavior.

Person or Persons Responsible

Counselor and administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Spot Success Report and COGNOS Report

Facilitator:

Guidance Counselor and District Presenters

Participants:

Students

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

Follow FCIM using data from COGNOS and Spot Success Report

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

COGNOS report and Spot Success Report

Plan to Monitor Effectiveness of G6.B4.S1

Follow FCIM using data from COGNOS and Spot Success Report

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

COGNOS report and Spot Success Report, 2014 FCAT 2.0

Coordination and Integration

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

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

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

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

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

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

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

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

Title VI, Part B - NA

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

Nutrition Programs

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

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

Housing Programs - N/A

Head Start

N/A

Adult Education

High School Only

High school completion courses are available to all eligible Miami-Dade County Public School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

- By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.
- Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.
- Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Job Training

N/A

Other Health Connect in Our Schools

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

HIV/AIDS Curriculum: AIDS Get the Facts!

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

Miami Lighthouse/Heiken Children's Vision Program

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

Additional school wide programs:

- Youth Crime Watch-partnership with Youth Crime Watch of Miami-Dade County to provide prevention presentations, safety projects, club meetings, assemblies, rallies and special events to address school safety and violence. Students are rewarded through the Do The Right Thing recognition program.
- Informed Families, The Florida Partnership (Red Ribbon Certified Schools)-partnership with Informed Families' Red Ribbon Certified Schools encourages effective efforts in the prevention of substance use among youth, promotes team building to get parents, educators and students to work together towards creating a drug-free America.

District Policy Against Bullying and Harassment

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

Safer, Smarter Kids

- Safer, Smarter Kids is a school-based sexual abuse prevention curriculum for Kindergartners that introduces key concepts of prevention and safety through lessons that incorporate information and skills-based learning, parental involvement and home-based lesson reinforcement. The curriculum is taught via webcast by trained teachers, school social workers and school counselors.

Moving On:

Transition Strategies for 5th Grade Students is a transition manual including four (4) lesson plans and Student Personal Reflection Guide. Lessons include: Requirements for Middle School; Organizational Skills; Confronting/Resolving Fears and Insecurities; and Interpersonal and Communication Skills for dealing with new people and new experiences. All lessons incorporate literacy skills, home learning/parent components and accommodations for diverse learners and are aligned with the Standard-Based Student Development Program. The curriculum will be implemented by elementary school guidance counselors.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. On the 2013 FCAT 2.0 Reading 45% of students scored at level 3 and above. Our goal for 2014 is for 54% of students to score at level 3 and above, an increase of 9 percentage points.

G1.B7 Performance data of students making learning gains from the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 2- Reading Application [LA.3-5.1.7.2]; Identify Author's Purpose in text and how Author's Perspective influences text. Students experienced difficulty identifying author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.

G1.B7.S1 Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Teachers will focus on what the author thinks and feels. Accelerated Reader and on-line quizzes will also be used to monitor comprehension.

PD Opportunity 1

Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Teachers will focus on what the author thinks and feels. Accelerated Reader and on-line quizzes will also be used to monitor comprehension.

Facilitator

Accelerated Reader Webinars

Participants

K-5 Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments, Accelerated Reader reports, and teacher generated assessments

G1.B8 Performance data of students in lowest 25% making learning gains on the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 1- Vocabulary [LA.3-5.7.6.9]; Multiple Meanings in Context. Students experienced difficulty in determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area.

G1.B8.S1 Teachers will incorporate reading strategies and vocabulary activities in the McGraw-Hill intervention program that help students determine the meaning of words by using context clues. Teachers will provide students with practice in recognizing word relationships and identifying the multiple meanings of words through word walls, and word of the day.

PD Opportunity 1

Teachers will incorporate reading strategies and vocabulary activities in the McGraw-Hill intervention program that help students determine the meaning of words by using context clues. Teachers will provide students with practice in recognizing word relationships and identifying the multiple meanings of words through word walls, and word of the day.

Facilitator

Reading Coach and Wonders Reading Webinar

Participants

K-5 Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FAIR, weekly generated assessment and Voyager

G1.B11 ELL students not scoring proficient in WRITING on the 2013 CELLA need additional practice in daily writing (e.g. journals, quick write, bell ringer, exit slip, home learning).

G1.B11.S1 Students will use writing prompts to motivate them into the ongoing process of writing that includes: planning, drafting, revising, editing, and publishing.

PD Opportunity 1

Students will use writing prompts to motivate them into the ongoing process of writing that includes: planning, drafting, revising, editing, and publishing.

Facilitator

Reading Coach

Participants

ELL Resource Teacher and Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Protocol; Work Folder Evaluation

G2. On the 2013 FCAT 2.0 Writing 36% of students scored at level 3.5 and above. Our goal for 2014 is for 42% of students to score at level 3.5 and above, an increase of 6 percentage points.

G2.B1 Performance data of students scoring 3.5 or above on the 2013 FCAT Writing indicates that students demonstrated difficulty in narrative writing. Students require additional practice with following the writing process and experience in editing and revising their work.

G2.B1.S1 Students will utilize Thinking Maps graphic organizers to sustain writing and develop a plan with an organized sequence of events. An emphasis on the use of supporting details as well as mentor texts will be utilized to enhance pieces of writing.

PD Opportunity 1

Students will utilize Thinking Maps graphic organizers to sustain writing and develop a plan with an organized sequence of events. An emphasis on the use of supporting details as well as mentor texts will be utilized to enhance pieces of writing.

Facilitator

Thinking Maps Trainer

Participants

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' scores on monthly writing assessments

G2.B2 Performance data of students scoring 3.5 or above on the 2013 FCAT Writing indicates students need more skills in editing for language conventions in expository writing.

G2.B2.S1 During weekly Writers/Grammar Café students will use an editing chart and conference with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences.

PD Opportunity 1

During weekly Writers/Grammar Café students will use an editing chart and conference with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences.

Facilitator

Reading Coach

Participants

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Writing portfolios, and monthly writing assessments.

G3. On the 2013 FCAT 2.0 Mathematics 45% of students scored at level 3 and above. Our goal for 2014 is for 60% of students to score at level 3 and above, an increase of 15 percentage points.

G3.B1 Students in the All Subgroup 2013 FCAT did not make their 2012-2013 AMO. Mathematics performance data indicate that there is a deficiency in Reporting Category - Number: Fractions. All students need to be provided opportunities for mathematical exploration and the development of students understanding of fractions through the use of manipulatives/models and engaging opportunities for practice.

G3.B1.S1 Students will compare and order fractions, including fractions greater than one, using models or strategies, and generate equivalent fractions and decimals with and without models. Students will also add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations.

PD Opportunity 1

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

Facilitator

Math Coach

Participants

Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Reports

G3.B11 Performance data of students in lowest 25% making learning gains on the 2013 FCAT 2.0 Reading indicates that students experienced difficulty in Reporting Category – Geometry and Measurement. Students need increased opportunities to develop an understanding of area; classification of angles; identification of results of transformations; and identification and building of a three-dimensional object from a two-dimensional representation and vice versa.

G3.B11.S1 Provide support to students as they make sense of problems and persevere in solving them, taking advantage of learning opportunities and adjust instruction appropriately to meet student needs.

PD Opportunity 1

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

Facilitator

Math Coach

Participants

Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Reports

G4. On the 2013 FCAT 2.0 Science 27% of students scored at level 3 and 31% scored at level 4 and 5. Our goal for 2014 is for 30% of students to score at level 3, and for 32% of students to score at level 4 and 5.

G4.B1 As noted on the 2013 Science FCAT 2.0, students who scored a Level 3 in Grade 5 had most difficulty with Reporting Category - The Nature of Science. Students performing at mastery level of this reporting category will generally be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

G4.B1.S1 By increasing 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 State Standards, students will increase achievement. Implement all essential laboratories developed by MDCPS. Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.

PD Opportunity 1

Develop Higher-Order Questioning Strategies using Explicit-Reflective instruction to enhance student thinking. Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic.

Facilitator

Science Liason

Participants

Fifth Grade Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from District Interim reports will be used to monitor student progress.

G6. Our goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate intervention and support.

G6.B1 There is a need to provide informational sessions on attendance targeting students who miss ten percent or more of school in order to assist parents with the understanding of guidelines for Miami-Dade County Public Schools.

G6.B1.S1 The administration ,counselor, social worker, and Community Involvement Specialist (CIS) will review attendance data on a daily basis, look for progress in the area of attendance and tardies, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardies utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports.

PD Opportunity 1

The administration ,counselor, social worker, and Community Involvement Specialist (CIS) will review attendance data on a daily basis, look for progress in the area of attendance and tardies, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardies utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports.

Facilitator

Assistant Principal, Guidance Counselor, Community Involvement Specialist

Participants

Parents and students

Target Dates or Schedule

Ongoing

Evidence of Completion

COGNOS report

G6.B4 Students with two or more behavior referrals/one or more that lead to suspension need additional support with self-control and respect for each other as well as understanding proper behavior.

G6.B4.S1 The administration and counselor will monitor the Spot Success Report by grade level and the COGNOS report on student outdoor suspension and provide incentives for compliance. In addition, parent contact logs will be reviewed for evidence of communication with parents of students who display inappropriate behavior.

PD Opportunity 1

The administration and counselor will monitor the Spot Success Report by grade level and the COGNOS report on student outdoor suspension and provide incentives for compliance. In addition, parent contact logs will be reviewed for evidence of communication with parents of students who display inappropriate behavior.

Facilitator

Guidance Counselor and District Presenters

Participants

Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Spot Success Report and COGNOS Report

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 FCAT 2.0 Reading 45% of students scored at level 3 and above. Our goal for 2014 is for 54% of students to score at level 3 and above, an increase of 9 percentage points.	\$6,508
G2.	On the 2013 FCAT 2.0 Writing 36% of students scored at level 3.5 and above. Our goal for 2014 is for 42% of students to score at level 3.5 and above, an increase of 6 percentage points.	\$3,000
G3.	On the 2013 FCAT 2.0 Mathematics 45% of students scored at level 3 and above. Our goal for 2014 is for 60% of students to score at level 3 and above, an increase of 15 percentage points.	\$3,120
G4.	On the 2013 FCAT 2.0 Science 27% of students scored at level 3 and 31% scored at level 4 and 5. Our goal for 2014 is for 30% of students to score at level 3, and for 32% of students to score at level 4 and 5.	\$250
G5.	The goal for the 2013-2014 school year is to increase the number of STEM-related experiences and the percentage of students participating in the activities.	\$1,000
G6.	Our goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate intervention and support.	\$2,900
Total		\$16,778

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Evidence-Based Materials	Technology	Other	Total
Title 1	\$3,258	\$4,320	\$1,000	\$0	\$0	\$8,578
ELL Grant	\$0	\$3,250	\$0	\$0	\$0	\$3,250
SBSS	\$0	\$3,000	\$0	\$0	\$0	\$3,000
EESAC	\$0	\$0	\$250	\$0	\$0	\$250
SBBS	\$0	\$0	\$0	\$1,000	\$0	\$1,000
EESAC and PTA	\$0	\$0	\$0	\$0	\$500	\$500
Parent Teacher Association	\$0	\$0	\$0	\$0	\$200	\$200
Total	\$3,258	\$10,570	\$1,250	\$1,000	\$700	\$16,778

Budget Details

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

G1. On the 2013 FCAT 2.0 Reading 45% of students scored at level 3 and above. Our goal for 2014 is for 54% of students to score at level 3 and above, an increase of 9 percentage points.

G1.B7 Performance data of students making learning gains from the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 2- Reading Application [LA.3-5.1.7.2]; Identify Author's Purpose in text and how Author's Perspective influences text. Students experienced difficulty identifying author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.

G1.B7.S1 Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Teachers will focus on what the author thinks and feels. Accelerated Reader and on-line quizzes will also be used to monitor comprehension.

Action Step 1

Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Teachers will focus on what the author thinks and feels. Accelerated Reader and on-line quizzes will also be used to monitor comprehension.

Resource Type

Evidence-Based Program

Resource

Accelerated Reader Software

Funding Source

Title 1

Amount Needed

\$3,258

G1.B11 ELL students not scoring proficient in WRITING on the 2013 CELLA need additional practice in daily writing (e.g. journals, quick write, bell ringer, exit slip, home learning).

G1.B11.S1 Students will use writing prompts to motivate them into the ongoing process of writing that includes: planning, drafting, revising, editing, and publishing.

Action Step 1

Students will use writing prompts to motivate them into the ongoing process of writing that includes: planning, drafting, revising, editing, and publishing.

Resource Type

Personnel

Resource

ELL Tutorial Services

Funding Source

ELL Grant

Amount Needed

\$3,250

G2. On the 2013 FCAT 2.0 Writing 36% of students scored at level 3.5 and above. Our goal for 2014 is for 42% of students to score at level 3.5 and above, an increase of 6 percentage points.

G2.B1 Performance data of students scoring 3.5 or above on the 2013 FCAT Writing indicates that students demonstrated difficulty in narrative writing. Students require additional practice with following the writing process and experience in editing and revising their work.

G2.B1.S1 Students will utilize Thinking Maps graphic organizers to sustain writing and develop a plan with an organized sequence of events. An emphasis on the use of supporting details as well as mentor texts will be utilized to enhance pieces of writing.

Action Step 1

Students will utilize Thinking Maps graphic organizers to sustain writing and develop a plan with an organized sequence of events. An emphasis on the use of supporting details as well as mentor texts will be utilized to enhance pieces of writing.

Resource Type

Personnel

Resource

Thinking Maps Training/Binders

Funding Source

SBSS

Amount Needed

\$3,000

G3. On the 2013 FCAT 2.0 Mathematics 45% of students scored at level 3 and above. Our goal for 2014 is for 60% of students to score at level 3 and above, an increase of 15 percentage points.

G3.B1 Students in the All Subgroup 2013 FCAT did not make their 2012-2013 AMO. Mathematics performance data indicate that there is a deficiency in Reporting Category - Number: Fractions. All students need to be provided opportunities for mathematical exploration and the development of students understanding of fractions through the use of manipulatives/models and engaging opportunities for practice.

G3.B1.S1 Students will compare and order fractions, including fractions greater than one, using models or strategies, and generate equivalent fractions and decimals with and without models. Students will also add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations.

Action Step 1

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

Resource Type

Evidence-Based Materials

Resource

Manipulatives

Funding Source

Title 1

Amount Needed

\$1,000

G3.B11 Performance data of students in lowest 25% making learning gains on the 2013 FCAT 2.0 Reading indicates that students experienced difficulty in Reporting Category – Geometry and Measurement. Students need increased opportunities to develop an understanding of area; classification of angles; identification of results of transformations; and identification and building of a three-dimensional object from a two-dimensional representation and vice versa.

G3.B11.S1 Provide support to students as they make sense of problems and persevere in solving them, taking advantage of learning opportunities and adjust instruction appropriately to meet student needs.

Action Step 1

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

Resource Type

Personnel

Resource

Tutorial Services

Funding Source

Title 1

Amount Needed

\$2,120

G4. On the 2013 FCAT 2.0 Science 27% of students scored at level 3 and 31% scored at level 4 and 5. Our goal for 2014 is for 30% of students to score at level 3, and for 32% of students to score at level 4 and 5.

G4.B1 As noted on the 2013 Science FCAT 2.0, students who scored a Level 3 in Grade 5 had most difficulty with Reporting Category - The Nature of Science. Students performing at mastery level of this reporting category will generally be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

G4.B1.S1 By increasing 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 State Standards, students will increase achievement. Implement all essential laboratories developed by MDCPS. Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.

Action Step 1

Develop Higher-Order Questioning Strategies using Explicit-Reflective instruction to enhance student thinking. Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic.

Resource Type

Evidence-Based Materials

Resource

Science Materials

Funding Source

EESAC

Amount Needed

\$250

G5. The goal for the 2013-2014 school year is to increase the number of STEM-related experiences and the percentage of students participating in the activities.

G5.B1 Students need an increase in the number of experiences to conduct hands on activities and produce project-based learning based on timeline given.

G5.B1.S1 Students will conduct more hands on activities through garden grant, Gizmos, Discovery Education, science fair, SWAT (Science With A Twist), field trips, and journal response writing.

Action Step 1

Students will conduct more hands on activities through garden grant, Gizmos, Discovery Education, science fair, SWAT (Science With A Twist), field trips, and journal response writing.

Resource Type

Technology

Resource

Gizmos and Discovery Education

Funding Source

SBBS

Amount Needed

\$1,000

G6. Our goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate intervention and support.

G6.B1 There is a need to provide informational sessions on attendance targeting students who miss ten percent or more of school in order to assist parents with the understanding of guidelines for Miami-Dade County Public Schools.

G6.B1.S1 The administration ,counselor, social worker, and Community Involvement Specialist (CIS) will review attendance data on a daily basis, look for progress in the area of attendance and tardies, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardies utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports.

Action Step 1

The administration ,counselor, social worker, and Community Involvement Specialist (CIS) will review attendance data on a daily basis, look for progress in the area of attendance and tardies, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardies utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports.

Resource Type

Other

Resource

Rewards and Incentives

Funding Source

EESAC and PTA

Amount Needed

\$500

G6.B3 Students who are non-proficient in reading by third grade need additional support with decoding and comprehension skills.

G6.B3.S1 Before and after school tutorials will be established to address students' areas of need. Participation in these programs will focus on reading strategies, test taking skills, and oral reading fluency.

Action Step 1

Before and after school tutorials will be established to address students' areas of need. Participation in these programs will focus on reading strategies, test taking skills, and oral reading fluency.

Resource Type

Personnel

Resource

Tutors

Funding Source

Title 1

Amount Needed

\$2,200

G6.B4 Students with two or more behavior referrals/one or more that lead to suspension need additional support with self-control and respect for each other as well as understanding proper behavior.

G6.B4.S1 The administration and counselor will monitor the Spot Success Report by grade level and the COGNOS report on student outdoor suspension and provide incentives for compliance. In addition, parent contact logs will be reviewed for evidence of communication with parents of students who display inappropriate behavior.

Action Step 1

The administration and counselor will monitor the Spot Success Report by grade level and the COGNOS report on student outdoor suspension and provide incentives for compliance. In addition, parent contact logs will be reviewed for evidence of communication with parents of students who display inappropriate behavior.

Resource Type

Other

Resource

Incentives and Rewards

Funding Source

Parent Teacher Association

Amount Needed

\$200