

2013-2014 SCHOOL IMPROVEMENT PLAN

Somerset Academy At Silver Palms

23255 SW 115TH AVE
Homestead, FL 33032
305-257-3737

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 82%
Alternative/ESE Center No	Charter School Yes	Minority Rate 97%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Somerset Academy At Silver Palms

Principal

Andreina Figueroa-Governing Board Kerri O'Sullivan

School Advisory Council chair

Karina Palomares

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

Name	Title
Kerri Ann O'Sullivan	Principal
Maria Mongeotti	AP
Robert Serna	AP
Jenn DeSousa	AP
Arley Blanco	Leade Teacher

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

- 1 Principal
- 3 Assistant Principals
- 5 Teachers, plus 1 alternate
- 5 Parents, plus 1 alternate
- 1 Student, plus 1 alternate
- 1 Educational support person, plus 1 alternate
- 3 Business/community representatives
- 1 Board of Directors

Involvement of the SAC in the development of the SIP

The involvement of the SAC in the development of this school improvement plan:

- Reviewed all applicable student performance data;

- Determined the students' needs and prioritize them;
 - Recommended strategies to improve areas of need;
 - Assist in the preparation and evaluation of this School Improvement Plan;
 - Approved all ideas and recommendations for strategies for this school improvement plan
- Finally, the SAC will give the final approval of this School Improvement Plan, the Mid-Year Review, and the End-of-Year Review

Activities of the SAC for the upcoming school year

- Somerset Academy Silver Palms EESAC will develop, approve and monitor implementation of the School Improvement Plan.
- Reach out to the community to obtain more partnerships.
- Organized FCAT Family Night Event
- Sponsor drive to increase Parent Involvement.
- Assist school to create and analyze school climate surveys for parents and students.

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

- Somerset Academy Silver Palms EESAC will develop, approve and monitor implementation of the School Improvement Plan.
- Reach out to the community to obtain more partnerships.
- Organized FCAT Family Night Event
- Sponsor drive to increase Parent Involvement.
- Assist school to create and analyze school climate surveys for parents and students.

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

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Andreina Figueroa-Governing Board Kerri O'Sullivan

Principal

Years as Administrator: 13

Years at Current School: 2

Credentials

BA- Education with a Major in Exceptional Student Education
 Master degree, Special Education
 Certification Leadership K-12

2013

School Grade A

Reading/Math AMO N

High Standards Reading 66

High Standards Math 60

Learning Gains - Reading 75

Learning Gains – Math 75

Gains – Reading – 25% 75

Gains – Math – 25% 74

2012

School Grade A

Reading/Math AMO N

High Standards Reading 62

High Standards Math 55

Learning Gains - Reading 78

Learning Gains – Math 74

Gains – Reading – 25% 73

Gains – Math – 25% 83

2011

School Grade B

Reading/Math AMO N

High Standards Reading 52

High Standards Math 51

Learning Gains - Reading 76

Learning Gains – Math 51

Gains – Reading – 25% 66

Gains – Math – 25% 49

2010

School Grade D

Reading/Math AMO N

High Standards Reading 30

High Standards Math 38

Learning Gains - Reading 48

Learning Gains – Math 44

Gains – Reading – 25% 14

Gains – Math – 25% 13

2009

School Grade F

Reading/Math AMO N

High Standards Reading 25

High Standards Math 20

Learning Gains - Reading 10

Learning Gains – Math 4

Performance Record

Gains – Reading – 25% 5

Gains – Math – 25% 5

Maria Mongeotti

Asst Principal

Years as Administrator: 10

Years at Current School: 7

Credentials

BA- Elementary
Education, Florida international University; Master degree,
Administration and Supervision, Nova Southeastern University;
National Board Certified in Early Childhood

Performance Record

2013
School Grade A
Reading/Math AMO N
High Standards Reading 66
High Standards Math 60
Learning Gains - Reading 75
Learning Gains – Math 75
Gains – Reading – 25% 75
Gains – Math – 25% 74

2012
School Grade A
Reading/Math AMO N
High Standards Reading 62
High Standards Math 55
Learning Gains - Reading 73
Learning Gains – Math 74
Gains – Reading – 25% 73
Gains – Math – 25% 83

2011
School Grade B
Reading/Math AMO N
High Standards Reading 76
High Standards Math 62
Learning Gains - Reading 65
Learning Gains – Math 56
Gains – Reading – 25% 65
Gains – Math – 25% 56

2010
School Grade A
Reading/Math AMO N
High Standards Reading 73
High Standards Math 69
Learning Gains - Reading 70
Learning Gains – Math 67
Gains – Reading – 25% 69
Gains – Math – 25% 56

2009
School Grade A
Reading/Math AMO N
High Standards Reading 71
High Standards Math 71
Learning Gains - Reading 77
Learning Gains – Math 76

Gains – Reading – 25% 75
Gains – Math – 25% 77

Jenn Desousa

Asst Principal

Years as Administrator: 1

Years at Current School: 3

Credentials

BA – English Education, Florida International University; Master of Science-Educational leadership, Nova Southeastern University; Certification-English (6-12), Educational Leadership (K-12), Reading Endorsement (K-12), State of Florida.

Performance Record

2013

School Grade A

Reading/Math AMO N

High Standards Reading 66

High Standards Math 60

Learning Gains - Reading 75

Learning Gains – Math 75

Gains – Reading – 25% 75

Gains – Math – 25% 74

2012

School Grade A

Reading/Math AMO N

High Standards Reading 62

High Standards Math 55

Learning Gains - Reading 73

Learning Gains – Math 74

Gains – Reading – 25% 73

Gains – Math – 25% 83

2011

School Grade B

Reading/Math AMO N

High Standards Reading 76

High Standards Math 62

Learning Gains - Reading 65

Learning Gains – Math 56

Gains – Reading – 25% 65

Gains – Math – 25% 56

2010

School Grade A

Reading/Math AMO N

High Standards Reading 73

High Standards Math 69

Learning Gains - Reading 70

Learning Gains – Math 67

Gains – Reading – 25% 69

Gains – Math – 25% 56

2009

School Grade A

Reading/Math AMO N

High Standards Reading 71

High Standards Math 71

Learning Gains - Reading 77

Learning Gains – Math 76

Gains – Reading – 25% 75

Gains – Math – 25% 77

Robert Serna

Asst Principal

Years as Administrator: 6

Years at Current School: 6

Credentials

Education, Barry University; Master degree, Educational Leadership, Nova Southeastern University

2013

School Grade A

Reading/Math AMO N

High Standards Reading 66

High Standards Math 60

Learning Gains - Reading 75

Learning Gains – Math 75

Gains – Reading – 25% 75

Gains – Math – 25% 74

2012

School Grade A

Reading/Math AMO N

High Standards Reading 62

High Standards Math 55

Learning Gains - Reading 73

Learning Gains – Math 74

Gains – Reading – 25% 73

Gains – Math – 25% 83

2011

School Grade B

Reading/Math AMO N

High Standards Reading 76

High Standards Math 62

Learning Gains - Reading 65

Learning Gains – Math 56

Gains – Reading – 25% 65

Gains – Math – 25% 56

2010

School Grade A

Reading/Math AMO N

High Standards Reading 73

High Standards Math 69

Learning Gains - Reading 70

Learning Gains – Math 67

Gains – Reading – 25% 69

Gains – Math – 25% 56

2009

School Grade A

Reading/Math AMO N

High Standards Reading 71

High Standards Math 71

Learning Gains - Reading 77

Learning Gains – Math 76

Gains – Reading – 25% 75

Gains – Math – 25% 77

Performance Record

Classroom Teachers**# of classroom teachers**

34

receiving effective rating or higher

0%

Highly Qualified Teachers

100%

certified in-field

30, 88%

ESOL endorsed

29, 85%

reading endorsed

2, 6%

with advanced degrees

7, 21%

National Board Certified

2, 6%

first-year teachers

2, 6%

with 1-5 years of experience

4, 12%

with 6-14 years of experience

29, 85%

with 15 or more years of experience

1, 3%

Education Paraprofessionals**# of paraprofessionals**

2

Highly Qualified

0, 0%

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

In order to recruit and retain high-quality, highly qualified teachers we conduct a one week pre-service training prior to the start of the school year where teachers have an opportunity to meet one another, analyze data, and plan for instruction. In addition, policies and procedures are explained in a more intimate setting with more detail. Our school also attends job fairs, uses the states website teacherteacher.com and the school of choice office website to recruit new teachers. To retain teachers, we provide them with ample professional development opportunities, in house in-service training, and we also offer stipends, recognize teachers of the month, tuition reimbursement, and a offer a mentorship program.

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

Our teacher mentoring program is under the direction of one of our administrators, Jennifer DeSousa, who holds a Bachelors Degree in English Education with a K-12 Reading Endorsement and a Masters Degree in Educational Leadership. Our program consists of one on one mentoring to all teachers on staff, classroom visitations, recommendations for improvements, lesson demonstrations, conducting parent conferences, etc. Mrs. DeSousa conducts weekly classroom visits where she provides support and guidance to help enhance the teacher's delivery of content. If areas of improvement are found, then that teacher is given the opportunity to observe other colleagues within the building that have mastered the targeted needs.

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 teachers selected for the MTSS team gathered and analyzed a variety of data by grade level in order to determine effectiveness of the strategies being implemented in the classrooms. Then the complete MTSS team collaborated in order to modify the strategies/resources necessary as identified in the End of Year School Improvement Plan Reviews from all departments. The new goals and action plans were then added to the 2013-2014 School Improvement Plan.

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

- Administrators: : Kerri O'Sullivan (Principal), Maria Mongeotti (Assistant Principal), Robert Serna (Assistant Principal), will provide support and ensure all resources will be allocated appropriately, ensure proper implementation of interventions, provide professional development, observe and assess school staff and communicate with stakeholders plans and activities regarding RTI.
- AP/Reading Coach: Mrs. Jennifer M. DeSousa – monitors and communicates data gathered from district assessments, FAIR, DIBELS, and school based assessments. Oversee and coordinate all the intervention programs. Provides support in guiding classroom instruction, assists with analyzing data, and identifies appropriate evidence-based intervention strategies.
- Select General Education Teachers: Ms. Febus (Third Grade Reading/Language Arts Teacher) Provide

information about core instruction, participate in student data collection, deliver instruction/intervention, collaborates with other staff to implement curriculum and intervention when needed. SPED Teachers: Elizabeth Aguiar (K – 12th SPED/Inclusion)- Participate in student data collection and collaborates with regular education teachers while providing additional support through regular consultations.

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

The leadership team members will meet bi-weekly with all teachers grades 2-5 in order to communicate and collaborate on strategies to be implemented to improve student achievement in areas identified as weaknesses through a variety of data.

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

- Beginning of year: Baseline Assessment, FAIR, prior year FCAT scores and Progress Monitoring and Reporting Network.
 - Midyear: Progress Monitoring: PMRN, District Interim Assessments.
 - End of the year: FCAT, District Interim Assessments, FAIR, CELLA, and SAT10.
- After Data is received we have data chats in which we disaggregate the data and reevaluate our current plan.

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

Professional Development will be conducted during opening of school meetings in August, and small sessions throughout the school year including data analysis of FCAT, District Interim Assessments, CELLA, SAT10 and FAIR. Based on the needs of the ongoing needs of the staff, further professional development will be provided.

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:** 21,600

Somerset Academy Inc. offers a before and after care program where students are provided with different types of extracurricular activities. In addition, students who need academic assistance will be provided services through the program, including homework help. Students will also be provided with enrichment in Reading, Mathematics, and Science through our FCAT Saturdays beginning in January and ending the Saturday before the FCAT exams are administered.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Data is monitored and used frequently throughout the year. Somerset Academy Inc. uses all district interims to include Baseline, Winter, and Fall. We also administer FAIR three times a year in addition to ongoing formative assessments in preparation for all summative assessments such as FCAT and SAT. All faculty has been trained to analyze data and target students appropriately in order to provide differentiated instruction. The School's Leadership team also analyzes the data and conducts "Data Chats" with all respective teachers with accountability groups. Those teachers then conduct "Data Chats" with their students in order to set goals and track progress.

Who is responsible for monitoring implementation of this strategy?

Administration

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

Name	Title
Kerri Ann O'Sullivan	Principal
Robert Serna	AP
Maria Mongeotti	AP
Jenn Desousa	AP
Talia Febus	Teacher
Elizabeth Aguiar	SPED

How the school-based LLT functions

The LLT will review progress by monitoring data gathered school wide. The team will identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The team will then identify strategies to better assist students' specific needs. During the meetings, the team will also desegregate data. The team will collaborate bi-weekly in order to problem solve, share effective practices, evaluate implementation and make decisions to ensure that all student needs are being met

Major initiatives of the LLT

The LLT will ensure there is adequate progress in reading knowledge within the school building and focus on areas of literacy concern across the school. The LLT will be an integral part of the school literacy reform to promote a culture of reading by:

- Including representation from all curricular areas on the RLT
- Selecting team members who are skilled and committed to improving literacy
- Offering professional growth opportunities for team members
- Creating a collaborative environment that fosters sharing and learning
- Developing a school wide organizational model that supports literacy instruction in all classes
- Encouraging the use of data to improve teaching and student achievement

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

Prior to the opening of school, Orientation is held for all incoming Kindergarten students. Before the school year begins incoming Kindergarten students are screened in both reading and math using a school developed assessment in order to provide teachers with a baseline assessment of prior knowledge. Kindergarten students are assessed using FLKRS/ECHOS, and the FAIR which is given three times a year. The data received from these assessments is used to assist teachers in planning instruction.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		63%		
American Indian				
Asian				
Black/African American		53%		
Hispanic		63%		
White		77%		
English language learners		49%		
Students with disabilities				
Economically disadvantaged		61%		

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	69	31%	34%
Students scoring at or above Achievement Level 4	69	31%	32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0)		74%	77%

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)	141	61%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	80	36%	42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	81	35%	42%

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	45	51%	56%
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		57%		
American Indian				
Asian				
Black/African American		35%		
Hispanic		58%		
White		62%		
English language learners		48%		
Students with disabilities				
Economically disadvantaged		57%		

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	37%	40%
Students scoring at or above Achievement Level 4	43	19%	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		50%	55%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		52%	57%

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	17	25%	30%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		9%

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)	0		1
Participation in STEM-related experiences provided for students	0		1%

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	52	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	1	0%	0%
Students who are not proficient in reading by third grade	28	44%	40%
Students who receive two or more behavior referrals	24	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	13	2%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Title 1 School Please see PIP

Specific Parental Involvement Targets

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

- G1.** Our Reading goal for the 2013-2014 is to increase student proficiency from 63% to 67%, an increase of 4% on the 2014 Reading FCAT 2.0.
- G2.** Our Math goal for the 2013-2014 is to increase student proficiency from 57% to 61%, an increase of 4% on the 2014 FCAT Mathematics 2.0.
- G3.** Our Writing goal for the 2013-2014 is to increase student proficiency from 45% to 56%, an increase of 11% on the 2014 Writing FCAT.
- G4.** Our Science goal for the 2013-2014 is to increase proficiency by 32% to 39%, an increase of 7% on the 2014 Science FCAT.
- G5.** Our STEM Goal for the 2013-2014 is to increase participation and experience.
- G6.** Our Early Warning Sign goal for the 2013-2014 is to increase student attendance, decrease tardies, increase awareness of student code of conduct, and increase proficiency in reading grade 3.
- G7.** Parental Involvement: Title 1 School Please see PIP.

Goals Detail

G1. Our Reading goal for the 2013-2014 is to increase student proficiency from 63% to 67%, an increase of 4% on the 2014 Reading FCAT 2.0.

Targets Supported

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

Resources Available to Support the Goal

- Reading Plus- an Evidenced Based program that help students develop higher-order reading application skillsvidenced Based Program -
- CRISS reading strategies
- PLORES

Targeted Barriers to Achieving the Goal

- •As noted on the administration of the 2013 FCAT Reading Test, the Black subgroup demonstrated deficiency in Reading Application. The students' inability to refer explicitly to the text when asking and answering questions was noted.
- As noted on the administration of the 2013 FCAT Reading Test, the Economically Disadvantaged students that did not make gains-Lacked higher-order questioning during reading instruction as well as during content area reading.
- The Level 3 students area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Vocabulary.
- The Level 4 or above students area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reading Applications
- The Students Learning gains area of needed improvement as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reading Applications.
- The lowest 25% students area of needed improvement as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reading Applications
- Following a review from CELLA Listening and Speaking Data, it has been concluded that listening is in need of improvement. Lack of fidelity with the implementation of Language Experience Approach.
- Following a review from CELLA Reading Data, it has been concluded that Reading is in need of improvement. Lack of ELL Vocabulary strategies during reading instruction as well as during content area reading.
- Following a review from CELLA Writing Data, it has been concluded that Writing is in need of improvement. Lack of application of effective Writing Modeling Strategies.

Plan to Monitor Progress Toward the Goal

? The students' progress will be monitored formatively through Baseline and Interim Assessments, Topic Based Assessments (EDUSOFT), FAIR Assessment, and Web-based program reports. The summative assessment that will monitor growth will be 2014 FCAT 2.0 Reading Assessment.

Person or Persons Responsible

Administration and Department Heads

Target Dates or Schedule:

quarterly

Evidence of Completion:

Assessment Reports

G2. Our Math goal for the 2013-2014 is to increase student proficiency from 57% to 61%, an increase of 4% on the 2014 FCAT Mathematics 2.0.

Targets Supported

Resources Available to Support the Goal

- IReady- To help students apply math skills to real-world problems Evidence Based Program

Targeted Barriers to Achieving the Goal

- As noted on the administration of the 2013 FCAT Test, the Black subgroup did not make AMO. The areas of deficiency as noted on the 2012 - 2013 administration of the FCAT 2.0 Mathematics Assessment are Number: Base Ten and Fractions. This deficiency is due to lack of project based activities which promote higher order thinking and problem solving.
- s noted on the administration of the 2013 FCAT Test, the ELL subgroup did not make AMO. The anticipated barrier is a lack of ELL Vocabulary strategies during mathematic instruction and lack of strong remediation curriculum and identification of those who can most use remediation.
- The areas of deficiency for level 3 students as noted on the 2012 - 2013 administration of the FCAT 2.0 Mathematics Assessment are Number: Base Ten and Fractions. This deficiency is due to lack of project based activities which promote higher order thinking and problem solving.
- The areas of deficiency for level 4 or above students as noted on the 2012 - 2013 administration of the FCAT 2.0 Mathematics Assessment are Number: Base Ten and Fractions. This deficiency is due to lack of project based activities which promote higher order thinking and problem solving
- The Learning Gains areas of deficiency as noted on the 2012 - 2013 administration of the FCAT 2.0 Mathematics Assessment are Number: Base Ten an Fractions.
- The lowest 25% students areas of deficiency as noted on the 2012 - 2013 administration of the FCAT 2.0 Mathematics Assessment are Number: Base Ten an Fractions.

Plan to Monitor Progress Toward the Goal

Formative: (1) Teachers will be required to provide documentation to show evidence of project based learning in the classroom that evokes students to think and apply higher order thinking to real world problems. Teachers may use student work, lesson plans, and artifacts from projects. (2) Technology generated reports from programs such as I Ready and FCAT Explorer. (3) Interim Assessments and Teacher selected assessments. Summative: 2014 FCAT 2.0.

Person or Persons Responsible

Administration and department heads

Target Dates or Schedule:

weekly

Evidence of Completion:

lesson plans, classroom walk-throughs and student work

G3. Our Writing goal for the 2013-2014 is to increase student proficiency from 45% to 56%, an increase of 11% on the 2014 Writing FCAT.

Targets Supported

- Writing

Resources Available to Support the Goal

- Graphic Organizers

Targeted Barriers to Achieving the Goal

- The area of needed improvement for fourth grade students as noted on the 2013 administration of the FCAT Writing assessment was applying writing applications in a narrative essay.

Plan to Monitor Progress Toward the Goal

? The students' progress will be monitored formatively through Writing Pre-test and Post-Test, and in house monthly writing assessments. The summative assessment that will monitor growth will be 2014 Writing FCAT.

Person or Persons Responsible

Department Heads and Administration

Target Dates or Schedule:

monthly

Evidence of Completion:

Writing Pre and Post Test, FCAT Writing 2014

G4. Our Science goal for the 2013-2014 is to increase proficiency by 32% to 39%, an increase of 7% on the 2014 Science FCAT.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Science Labs

Targeted Barriers to Achieving the Goal

- The areas of deficiency for level 3 students as noted on the 2012 - 2013 administration of the FCAT 2.0 Science Assessment is Physical Science
- The areas of deficiency for level 4 or above students as noted on the 2012 - 2013 administration of the FCAT 2.0 Science Assessment is Physical Science

Plan to Monitor Progress Toward the Goal

Formative: (1) Teachers will be required to provide documentation to show evidence of project based learning in the classroom that evokes students to think and apply higher order thinking to real world problems. Teachers may use student work, lesson plans, and artifacts from projects. (2) Interim Assessments and Teacher selected assessments. Summative: 2014 FCAT 2.0

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Lesson Plans, Student Work and FCAT Science

G5. Our STEM Goal for the 2013-2014 is to increase participation and experience.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Laboratory

Targeted Barriers to Achieving the Goal

- The main barrier to this area was the lack of time for students to utilize computers and laboratory experiences in a laboratory setting.

Plan to Monitor Progress Toward the Goal

? Formative Assessment(s) will take place on a regular basis and data chats with teachers and students will provide feedback in order for improvements or relearning to take place.

Person or Persons Responsible

Administration and Department Heads

Target Dates or Schedule:

monthly

Evidence of Completion:

Data chats log

G6. Our Early Warning Sign goal for the 2013-2014 is to increase student attendance, decrease tardies, increase awareness of student code of conduct, and increase proficiency in reading grade 3.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Student Code of Conduct

Targeted Barriers to Achieving the Goal

- The students and parents are not familiarized with the Code of Student Conduct And our school's attendance policies and procedures.
- Students that are not proficient in reading by third grade is due to school's attendance.

Plan to Monitor Progress Toward the Goal

? Monthly meetings with the MTSS/ RTI teams will be conducted to discuss the progress of these students.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Attendance log and behavioral logs

G7. Parental Involvement: Title 1 School Please see PIP.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Parental Involvement: Title 1 School Please see PIP.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Our Reading goal for the 2013-2014 is to increase student proficiency from 63% to 67%, an increase of 4% on the 2014 Reading FCAT 2.0.

G1.B1 •As noted on the administration of the 2013 FCAT Reading Test, the Black subgroup demonstrated deficiency in Reading Application. The students' inability to refer explicitly to the text when asking and answering questions was noted.

G1.B1.S1 ? Students will use CRISS reading strategies and PLORES will be implemented before, during, and after reading in reading and language arts as well as throughout the content areas. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar.

Action Step 1

? The action steps that will be used in the classroom will be to read and comprehend literature and informational text on and above grade level. Teachers will also ask questions which students can answer referring explicitly to the text as a basis for the answers as seen on graphic organizers. Students must also be familiar with text structures across literature and informational text utilizing graphic organizers.

Person or Persons Responsible

Teacher and Students

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans and Gradebook

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

? Students will use CRISS reading strategies and PLORES will be implemented before, during, and after reading in reading and language arts as well as throughout the content areas. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar.

Person or Persons Responsible

? The Administration, Department Chairs, Curriculum Specialist and Reading Coach will help monitor the fidelity of the strategy.

Target Dates or Schedule

Daily

Evidence of Completion

lesson plans and classroom walk-throughs

Plan to Monitor Effectiveness of G1.B1.S1

? The effectiveness of this strategy will be seen through ongoing classroom assessments, classroom walk-throughs performed by administrations and support staff members, teacher to teacher classroom observations of effective strategies, and departmentalized and grade level data meetings including but not limited to best practices chats. The Data chats will encourage teachers to plan effective small group instruction based on the students' needs as noted on the Data collected. These meetings will be held quarterly to compare Data growth and expectations monthly to help teachers plan effectively.

Person or Persons Responsible

Administration and Department Heads

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans and classroom walk-throughs

G1.B2 As noted on the administration of the 2013 FCAT Reading Test, the Economically Disadvantaged students that did not make gains-Lacked higher-order questioning during reading instruction as well as during content area reading.

G1.B2.S1 ? Students will use CRISS reading strategies and PLORES will be implemented before, during, and after reading in reading and language arts as well as throughout the content areas. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar.

Action Step 1

? The action steps that will be used in the classroom will be to read and comprehend literature and informational text on and above grade level. Teachers will also ask questions which students can answer referring explicitly to the text as a basis for the answers as seen on graphic organizers. Students must also be familiar with text structures across literature and informational text utilizing graphic organizers.

Person or Persons Responsible

Teacher and Students

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans and Supplemental Reports

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

? Students will use CRISS reading strategies and PLORES will be implemented before, during, and after reading in reading and language arts as well as throughout the content areas. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar

Person or Persons Responsible

? The Administration, Department Chairs, Curriculum Specialist, Multi-Tiered Support Team and Reading Coach will help monitor the fidelity of the strategy.

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans and classroom walk- throughs

Plan to Monitor Effectiveness of G1.B2.S1

? The effectiveness of this strategy will be seen through ongoing classroom assessments, classroom walkthroughs performed by administrations and support staff members, teacher to teacher classroom observations of effective strategies, and departmentalized and grade level data meetings including but not limited to best practices chats. The Data chats will encourage teachers to plan effective small group instruction based on the students' needs as noted on the Data collected. These meetings will be held quarterly to compare Data growth and expectations monthly to help teachers plan effectively.

Person or Persons Responsible

Administration and Department Heads

Target Dates or Schedule

Weekly

Evidence of Completion

Gradebook, Walk-throughs and lesson plans

G1.B3 The Level 3 students area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Vocabulary.

G1.B3.S1 ? Students will use CRISS reading strategies before, during, and after reading in reading and language arts as well as throughout the content areas by using but not limited to vocabulary maps, concept maps, and understanding multiple meaning words. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar.

Action Step 1

? The action steps that will be utilized in the classroom will be to provide pre-reading activities such as concept maps. Teachers will provide practice in determining the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. Students will be provided with opportunities to practice returning to the text to verify answers.

Person or Persons Responsible

Teacher and Students

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and classroom Walk-throughs

Facilitator:

Reading Plus Facilitator

Participants:

Teacher and Students

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

? Students will use CRISS reading strategies before, during, and after reading in reading and language arts as well as throughout the content areas by using but not limited to two column notes/tables, main idea tables, sequence chain, one sentence summary, and Venn Diagrams. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar.

Person or Persons Responsible

? The Multi-Tiered Support System Team, Curriculum Specialist and Reading Coach will help monitor the fidelity of the strategy.

Target Dates or Schedule

Weekly

Evidence of Completion

lesson plans and classroom walk-throughs

Plan to Monitor Effectiveness of G1.B3.S1

? The effectiveness of this strategy will be seen through ongoing classroom assessments, classroom walkthroughs performed by administrations and support staff members, teacher to teacher classroom observations of effective strategies, and departmentalized and grade level data meetings including but not limited to best practices chats. The Data chats will encourage teachers to plan effective small group instruction based on the students' needs as noted on the Data collected. These meetings will be held quarterly to compare Data growth and expectations monthly to help teachers plan effectively. Students will utilize grade level text to support the lessons.

Person or Persons Responsible

Administration. Department Heads and Support Staff

Target Dates or Schedule

Weekly Walk-throughs

Evidence of Completion

Data, lesson plans and classroom walk-throughs

G1.B4 The Level 4 or above students area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reading Applications

G1.B4.S1 ? Students will use CRISS reading strategies and Exemplar Lesson Strategies in Reading and content area classes by using but not limited to two column notes/tables, Cloze reading, sequence chain, one sentence summary, and Venn Diagrams. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar

Action Step 1

? The action steps that will be utilized in the classroom will be to opportunities for students to refer to details, examples, and quote accurately from a complex or grade level text explicitly when explaining an answer or drawing inferences.

Person or Persons Responsible

Teacher and Students

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, Classroom Walk-throughs

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

? Students will use CRISS reading strategies and Exemplar Lesson Strategies in Reading and content area classes by using but not limited to two column notes/tables, Cloze reading, sequence chain, one sentence summary, and Venn Diagrams. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar.

Person or Persons Responsible

? The Multi-Tiered Support System Team, Curriculum Specialist and Reading Coach will help monitor the fidelity of the strategy.

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Observations and Classroom walk-throughs

Plan to Monitor Effectiveness of G1.B4.S1

? The effectiveness of this strategy will be seen through ongoing classroom assessments, classroom walkthroughs performed by administrations and support staff members, teacher to teacher classroom observations of effective strategies, and departmentalized and grade level data meetings including but not limited to best practices chats. The Data chats will encourage teachers to plan effective small group instruction based on the students' needs as noted on the Data collected. These meetings will be held quarterly to compare Data growth and expectations and monthly to help teachers plan effectively. Students will be exposed to complex text including vocabulary and supportive lessons

Person or Persons Responsible

Administration, Department Heads and Support Staff

Target Dates or Schedule

Weekly and Quarterly

Evidence of Completion

classroom walkthroughs, lesson plans and gradebook

G1.B5 The Students Learning gains area of needed improvement as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reading Applications.

G1.B5.S1 ? Students will utilizing research-based reading programs, such as Accelerated Reader, IReady, and Ticket to Read weekly and will be noted in the teachers' lessons plan book. Weekly Data will be used by teachers to record and utilize when planning effectively. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar

Action Step 1

? The action steps that will be utilized in the classroom will be to provide instructional opportunities for students to work in small groups based on the needs of the students as seen on the weekly data collected

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

Daily

Evidence of Completion

Classroom walk-throughs and lesson plans

Facilitator:

Reading Plus

Participants:

Teachers and Students

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

? Students will utilize research-based reading programs, such as Accelerated Reader, IReady, and Ticket to Read weekly and will be noted in the teachers' lesson plan book. Weekly Data will be used by teachers to record and utilize when planning effectively. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar.

Person or Persons Responsible

? The Administration, Multi-Tiered Support System Team, Curriculum Specialist, Grade Level Chairs and Reading Coach will help monitor the fidelity of the strategy.

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walk-through and lesson plans

Plan to Monitor Effectiveness of G1.B5.S1

? The effectiveness of this strategy will be seen through Ongoing classroom assessments to modify small groups, Web-based program assessments, Grade level data chats, and Departmentalized best practices chats

Person or Persons Responsible

Departments Heads and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom walk-throughs and Lesson plans

G1.B6 The lowest 25% students area of needed improvement as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reading Applications

G1.B6.S1 ? The students will utilize remedial research-based Web-Based reading program, Ticket to Read, which supports the supplemental reading program Voyager daily and will be recorded in the teachers' lesson plan book. Data will be provided for teachers to plan their small group instruction effectively. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar

Action Step 1

? The students will utilize remedial research-based Web-Based reading program, Ticket to Read, which supports the supplemental reading program Voyager daily and will be recorded in the teachers' lesson plan book. Data will be provided for teachers to plan their small group instruction effectively. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar

Person or Persons Responsible

Teacher and Students

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, Scores on the interim assessments and classroom walk-throughs

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

? The students will utilize remedial research-based Web-Based reading program, Ticket to Read, which supports the supplemental reading program Voyager daily and will be recorded in the teachers' lesson plan book. Data will be provided for teachers to plan their small group instruction effectively. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar.

Person or Persons Responsible

? The Administration, Curriculum Specialist, and Reading Coach will help monitor the fidelity of the strategy.

Target Dates or Schedule

Quarterly

Evidence of Completion

Supplemental reports, classroom walk-throughs

Plan to Monitor Effectiveness of G1.B6.S1

? The effectiveness of this strategy will be seen through Ongoing classroom assessments to modify small groups, Classroom Walkthroughs, Grade level data chats, and Departmentalized best practices chats Students will utilize supplemental texts the support grade level text resources in small groups.

Person or Persons Responsible

Department Heads and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

data chats rosters, lesson plans and walk-throughs

G1.B7 Following a review from CELLA Listening and Speaking Data, it has been concluded that listening is in need of improvement. Lack of fidelity with the implementation of Language Experience Approach.

G1.B7.S1 ? The strategies that will be used to address the listening barrier will be: (1)the Substitution, Expansion, Paraphrase, Repetition. (2) Teacher Led Groups

Action Step 1

? The action steps that will be utilized in the classroom will be to provide instructional opportunities for students to work in small groups based on the needs of the students as seen on the weekly data collected. Teachers elicits responses from students through effective questioning , graphic organizers and webbing.

Person or Persons Responsible

Teacher and Student

Target Dates or Schedule

Daily

Evidence of Completion

lesson plan, classroom walk-throughs and student work

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

instructional opportunities for students to work in small groups based on the needs of the students as seen on the weekly data collected. Teachers elicits responses from students through effective questioning , graphic organizers and webbing.

Person or Persons Responsible

? Administration, ESOL Chair Person, General Ed. Teacher will help monitor the fidelity of the strategy.

Target Dates or Schedule

Quarterly

Evidence of Completion

classroom walk-throughs, lesson plans and student work

Plan to Monitor Effectiveness of G1.B7.S1

? The effectiveness of the strategy will be monitored by Adjusting instruction as needed. Weekly classroom assignments and assessments will be reviewed to ensure progress is being made and to make any necessary adjustments to instruction.

Person or Persons Responsible

Teacher, Department Heads and Administration

Target Dates or Schedule

weekly

Evidence of Completion

classroom walk-through observations, lesson plans and student work

G1.B8 Following a review from CELLA Reading Data, it has been concluded that Reading is in need of improvement. Lack of ELL Vocabulary strategies during reading instruction as well as during content area reading.

G1.B8.S1 ? The strategies that will be used to address the Reading barrier will be: (1) Activating and/or Building Prior Knowledge (2) Teachers will also create Cooperative Learning.

Action Step 1

? The action steps that will be utilized are teachers must plan activities in their instruction to provide the relevant context and teachers will use visuals displays. Students will work together in small groups.

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, Student work and classroom walk-throughs

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

Activating and/or Building Prior Knowledge and Teachers will also create Cooperative Learning

Person or Persons Responsible

? Administration, ESOL Chair Person, General Ed. Teacher will help monitor the fidelity of the strategy.

Target Dates or Schedule

weekly

Evidence of Completion

classroom walk-throughs, lesson plans and student work

Plan to Monitor Effectiveness of G1.B8.S1

? The effectiveness of the strategy will be monitored by Adjusting instruction as needed. Weekly classroom assignments and assessments will be reviewed to ensure progress is being made and to make any necessary adjustments to instruction

Person or Persons Responsible

ESOL Chair and Administration

Target Dates or Schedule

quarterly

Evidence of Completion

classroom walk-throughs

G1.B9 Following a review from CELLA Writing Data, it has been concluded that Writing is in need of improvement. Lack of application of effective Writing Modeling Strategies.

G1.B9.S1 ? The strategies that will be used to address the Writing barrier will be: (1) Graphic Organizers (2) Reading Response Journal/Log.

Action Step 1

? The action steps that will be utilized are visuals aids that assist students and teachers in demonstrating relationships between words and concepts.

Person or Persons Responsible

Teacher and Students

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans and Classroom walk-throughs

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

visuals aids that assist students and teachers in demonstrating relationships between words and concepts.

Person or Persons Responsible

? Administration, ESOL Chair Person, General Ed. Teacher will help monitor the fidelity of the strategy.

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walk-throughs

Plan to Monitor Effectiveness of G1.B9.S1

? The effectiveness of the strategy will be monitored by Adjusting instruction as needed. Weekly classroom assignments and assessments will be reviewed to ensure progress is being made and to make any necessary adjustments to instruction.

Person or Persons Responsible

ESOL Chair and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work, lesson plans and classroom walk-throughs

G2. Our Math goal for the 2013-2014 is to increase student proficiency from 57% to 61%, an increase of 4% on the 2014 FCAT Mathematics 2.0.

G2.B1 As noted on the administration of the 2013 FCAT Test, the Black subgroup did not make AMO. The areas of deficiency as noted on the 2012 - 2013 administration of the FCAT 2.0 Mathematics Assessment are Number: Base Ten and Fractions. This deficiency is due to lack of project based activities which promote higher order thinking and problem solving.

G2.B1.S1 Promote mathematical problem solving skills in the areas of base ten and fractions. Provide timing to practice and apply learned concepts in real life situations

Action Step 1

- Utilize SpringBoard and supplemental materials such as I Ready, FCAT Explorer, Promethean Board, Riverdeep, Gizmos, and the National Library of Virtual Manipulatives consistently and with fidelity. This needs to be done both independently and in cooperative learning groups where cognitive process are used to arrive at answers and higher order thinking is visible.
- Utilize project-based learning and problem solving activities to promote higher order thinking skills to solve non-routine and open-ended real world problems

Person or Persons Responsible

Teachers and students

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom walk-throughs

Facilitator:

IReady

Participants:

Teachers and students

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

Riverdeep, Gizmos, and the National Library of Virtual Manipulatives consistently and with fidelity. This needs to be done both independently and in cooperative learning groups where cognitive process are used to arrive at answers and higher order thinking is visible. • Utilize project-based learning and problem solving activities to promote higher order thinking skills to solve non-routine and open-ended real world problems

Person or Persons Responsible

Leadership and mentors team will monitor via lesson plans and classroom walk-throughs.

Target Dates or Schedule

Weekly

Evidence of Completion

lesson plans and classroom walk-throughs

Plan to Monitor Effectiveness of G2.B1.S1

Lesson Plans will be reviewed during classroom visitations, the team will focus on the use of project based learning and the use of technology in the classroom with I Ready and Promethean Boards. Lesson plans will also be shared and discussed in planning meetings. Teachers will actively participate in grade level meetings to obtain teacher feedback on effectiveness of manipulatives, projects, and technology.

Person or Persons Responsible

Departments heads and administration

Target Dates or Schedule

weekly

Evidence of Completion

classroom walk-throughs, lesson plans

G2.B2 s noted on the administration of the 2013 FCAT Test, the ELL subgroup did not make AMO. The anticipated barrier is a lack of ELL Vocabulary strategies during mathematic instruction and lack of strong remediation curriculum and identification of those who can most use remediation.

G2.B2.S1 ? Students will build their general knowledge of words and word relationships. Teachers should provide students with practice in identifying word relationships, shades of meaning, multiple meanings, and determining meanings of words using context clues.

Action Step 1

Provide concrete real world examples by infusing literacy into the mathematics instructional block. Provide a remediation curriculum that is aligned with grade level standards. Provide after-school remediation. Identify students who will most benefit from remediation using data analysis of test scores, interim assessments and TOPIC assessments. Utilize ALEKS Cognitive Tutor to differentiate instruction more richly. Provide open computer lab time in the mornings and afternoons to be used for supplemental materials such as SpringBoard, ALEKS Learning, Promethean Board, FCAT Explorer, Riverdeep, and Gizmos. Provide free after school peer tutoring weekly.

Person or Persons Responsible

Teacher and students

Target Dates or Schedule

daily

Evidence of Completion

lesson plans, classroom walk-throughs and student work

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

Provide concrete real world examples by infusing literacy into the mathematics instructional block. Provide a remediation curriculum that is aligned with grade level standards. Provide after-school remediation. Identify students who will most benefit from remediation using data analysis of test scores, interim assessments and TOPIC assessments. Utilize ALEKS Cognitive Tutor to differentiate instruction more richly. Provide open computer lab time in the mornings and afternoons to be used for supplemental materials such as SpringBoard, ALEKS Learning, Promethean Board, FCAT Explorer, Riverdeep, and Gizmos. Provide free after school peer tutoring weekly

Person or Persons Responsible

? Fidelity shall be monitored by Leadership Team, Administration and Department Chairs.

Target Dates or Schedule

Weekly

Evidence of Completion

tutoring logs, classroom walk-throughs and lesson plans

Plan to Monitor Effectiveness of G2.B2.S1

? Effectiveness shall be monitored by reviewing participation rosters in after and before school tutoring. Intensive lesson plans will be checked weekly to ensure alignment with pacing guide and with regular grade-level teacher. Identify students' growth using interim assessments and TOPIC assessments. Identify students' growth using IReady and FCAT Explorer.

Person or Persons Responsible

Administration and Department Heads

Target Dates or Schedule

Weekly

Evidence of Completion

Tutoring rosters, lesson plans and classroom walkthroughs

G2.B3 The areas of deficiency for level 3 students as noted on the 2012 - 2013 administration of the FCAT 2.0 Mathematics Assessment are Number: Base Ten and Fractions. This deficiency is due to lack of project based activities which promote higher order thinking and problem solving.

G2.B3.S1 Promote mathematical problem solving skills in the areas of base ten and fractions. Provide timing to practice and apply learned concepts in real life situations.

Action Step 1

- Utilize SpringBoard and supplemental materials such as I Ready, FCAT Explorer, Promethean Board, Riverdeep, Gizmos, and the National Library of Virtual Manipulatives consistently and with fidelity. This needs to be done both independently and in cooperative learning groups where cognitive process are used to arrive at answers and higher order thinking is visible.
- Utilize project-based learning and problem solving activities to promote higher order thinking skills to solve non-routine and open-ended real world problems

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

Daily

Evidence of Completion

Supplemental Reports, lesson plans and student work

Plan to Monitor Fidelity of Implementation of G2.B3.S1

• Utilize SpringBoard and supplemental materials such as I Ready, FCAT Explorer, Promethean Board, Riverdeep, Gizmos, and the National Library of Virtual Manipulatives consistently and with fidelity. This needs to be done both independently and in cooperative learning groups where cognitive process are used to arrive at answers and higher order thinking is visible. • Utilize project-based learning and problem solving activities to promote higher order thinking skills to solve non-routine and open-ended real world problems

Person or Persons Responsible

Leadership and mentors team will monitor via lesson plans and classroom walk-throughs.

Target Dates or Schedule

Weekly

Evidence of Completion

lesson plans and walk-throughs

Plan to Monitor Effectiveness of G2.B3.S1

Lesson Plans will be reviewed during classroom visitations, the team will focus on the use of project based learning and the use of technology in the classroom with I Ready and Promethean Boards. Lesson plans will also be shared and discussed in planning meetings. Teachers will actively participate in grade level meetings to obtain teacher feedback on effectiveness of manipulatives, projects, and technology.

Person or Persons Responsible

Department Heads and Administration

Target Dates or Schedule

weekly

Evidence of Completion

supplemental reports, lesson plans and classroom walk-throughs

G2.B4 The areas of deficiency for level 4 or above students as noted on the 2012 - 2013 administration of the FCAT 2.0 Mathematics Assessment are Number: Base Ten and Fractions. This deficiency is due to lack of project based activities which promote higher order thinking and problem solving

G2.B4.S1 Promote mathematical problem solving skills in the areas of base ten and fractions. Provide timing to practice and apply learned concepts in real life situations

Action Step 1

- Utilize SpringBoard and supplemental materials such as I Ready, FCAT Explorer, Promethean Board, Riverdeep, Gizmos, and the National Library of Virtual Manipulatives consistently and with fidelity. This needs to be done both independently and in cooperative learning groups where cognitive process are used to arrive at answers and higher order thinking is visible.
- Utilize project-based learning and problem solving activities to promote higher order thinking skills to solve non-routine and open-ended real world problems

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, supplemental reports and classroom walk-throughs

Plan to Monitor Fidelity of Implementation of G2.B4.S1

- Utilize SpringBoard and supplemental materials such as I Ready, FCAT Explorer, Promethean Board, Riverdeep, Gizmos, and the National Library of Virtual Manipulatives consistently and with fidelity. This needs to be done both independently and in cooperative learning groups where cognitive process are used to arrive at answers and higher order thinking is visible.
- Utilize project-based learning and problem solving activities to promote higher order thinking skills to solve non-routine and open-ended real world problems

Person or Persons Responsible

Leadership and mentors team will monitor via lesson plans and classroom walk-throughs.

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans and classroom walk-throughs

Plan to Monitor Effectiveness of G2.B4.S1

Lesson Plans will be reviewed during classroom visitations, the team will focus on the use of project based learning and the use of technology in the classroom with I Ready and Promethean Boards. Lesson plans will also be shared and discussed in planning meetings. Teachers will actively participate in grade level meetings to obtain teacher feedback on effectiveness of manipulatives, projects, and technology.

Person or Persons Responsible

Administration. Department Heads

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans and classroom walk-throughs

G2.B5 The Learning Gains areas of deficiency as noted on the 2012 - 2013 administration of the FCAT 2.0 Mathematics Assessment are Number: Base Ten and Fractions.

G2.B5.S1 Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations. Students should be able to show the application of complex thought in a variety of problems with different solutions

Action Step 1

Utilize project-based learning and problem solving activities to promote higher order thinking skills to solve non-routine and open-ended real world problems. Technology should be used to reinforce these activities on a daily basis

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

Daily

Evidence of Completion

Student work, lesson plans and classroom walk-throughs

Plan to Monitor Fidelity of Implementation of G2.B5.S1

Utilize project-based learning and problem solving activities to promote higher order thinking skills to solve non-routine and open-ended real world problems. Technology should be used to reinforce these activities on a daily basis.

Person or Persons Responsible

Leadership and mentors team will monitor via lesson plans and classroom walk-throughs.

Target Dates or Schedule

weekly

Evidence of Completion

Lesson plans and walk-throughs

Plan to Monitor Effectiveness of G2.B5.S1

Lesson Plans will be reviewed during classroom visitations, the team will focus on the use of project based learning and the use of technology in the classroom with I Ready and Promethean Boards. Lesson plans will also be shared and discussed in planning meetings. Teachers will actively participate in grade level meetings to obtain teacher feedback on effectiveness of manipulatives, projects, and technology.

Person or Persons Responsible

Administration and Department Heads

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans, classroom walk-throughs

G2.B6 The lowest 25% students areas of deficiency as noted on the 2012 - 2013 administration of the FCAT 2.0 Mathematics Assessment are Number: Base Ten an Fractions.

G2.B6.S1 Identify lowest performing students based on instructional needs. Provide these students with a variety of tutoring opportunities through a push-in or pull-out program. Differentiate Instruction based on student needs.

Action Step 1

Utilize project-based learning and problem solving activities to promote higher order thinking skills to solve non-routine and open-ended real world problems. Technology should be used to reinforce these activities on a daily basis

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

daily

Evidence of Completion

lesson plans, student work and classroom walk-throughs

Plan to Monitor Fidelity of Implementation of G2.B6.S1

Utilize project-based learning and problem solving activities to promote higher order thinking skills to solve non-routine and open-ended real world problems. Technology should be used to reinforce these activities on a daily basis.

Person or Persons Responsible

Leadership and mentors team will monitor via lesson plans and classroom walk-throughs.

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans and classroom walk-throughs

Plan to Monitor Effectiveness of G2.B6.S1

Lesson Plans will be reviewed during classroom visitations, the team will focus on the use of project based learning and the use of technology in the classroom with I Ready and Promethean Boards. Lesson plans will also be shared and discussed in planning meetings. Teachers will actively participate in grade level meetings to obtain teacher feedback on effectiveness of manipulatives, projects, and technology.

Person or Persons Responsible

Department Heads and administration

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans and classroom walk-throughs

G3. Our Writing goal for the 2013-2014 is to increase student proficiency from 45% to 56%, an increase of 11% on the 2014 Writing FCAT.

G3.B1 The area of needed improvement for fourth grade students as noted on the 2013 administration of the FCAT Writing assessment was applying writing applications in a narrative essay.

G3.B1.S1 ? The students will use the linear graphic organizers including timelines and storyboards to include main idea, characters, setting, problem, events, solutions and endings in their language arts class.

Action Step 1

? Students will be encouraged to write a narrative that includes a main idea and characters. School-wide monthly essay writing day where students will be given an essay prompt and will be timed accordingly to the Florida Writes exam will also be initiated. Teachers will plan, collaboratively, weekly writing workshops in which each teacher will emphasize on one specific category of the writing process, i.e. voice, conventions, etc. Students will visit each teacher on a rotation schedule where they will learn and practice the writing process.

Person or Persons Responsible

Teacher and Students

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

lesson plans, monthly writing essay, classroom walk-throughs

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

? The students will use the linear graphic organizers including timelines and storyboards to include main idea, characters, setting, problem, events, solutions and endings in their language arts class.

Person or Persons Responsible

? The Administration, Department Chairs, Curriculum Specialist, Multi-Tiered Support

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans, classroom walk-throughs and student work

Plan to Monitor Effectiveness of G3.B1.S1

he effectiveness of this strategy will be seen through ongoing classroom assessments, classroom walk-throughs performed by administrations and support staff members, teacher to teacher classroom observations of effective strategies, and departmentalized and grade level data meetings including but not limited to best practices chats. Teachers and support staff members will monitor student progress and compare scores from month to month writing assessments during Departmentalized Data chats.

Person or Persons Responsible

Administration and Department Heads

Target Dates or Schedule

weekly

Evidence of Completion

classroom walk-throughs, lesson plans and student work

G4. Our Science goal for the 2013-2014 is to increase proficiency by 32% to 39%, an increase of 7% on the 2014 Science FCAT.

G4.B1 The areas of deficiency for level 3 students as noted on the 2012 - 2013 administration of the FCAT 2.0 Science Assessment is Physical Science

G4.B1.S1 ? Strategy: Increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards.

Action Step 1

Participate in Science Fair, SECME, Fairchild Challenge and other Project Based Learning activities.

Person or Persons Responsible

Students

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Lesson plans, Classroom Observations and Projects

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

Increase rigor in science writing as evidenced in science journals and in laboratory conclusions

Person or Persons Responsible

Leadership team and Mentors will monitor via lesson plans and classroom walk-throughs

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans and classroom walk-throughs

Plan to Monitor Effectiveness of G4.B1.S1

Lesson Plans will be reviewed during classroom visitations, the team will focus on the use of project based learning and the use of technology in the classroom with Discovery Learning, Brain POP, and Promethean Boards. Lesson plans will also be shared and discussed in planning meetings.

Person or Persons Responsible

Leadership Team and Department Heads

Target Dates or Schedule

Weekly

Evidence of Completion

lesson plans and classroom walk-throughs

G4.B2 The areas of deficiency for level 4 or above students as noted on the 2012 - 2013 administration of the FCAT 2.0 Science Assessment is Physical Science

G4.B2.S1 Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards.

Action Step 1

Promote the use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of topics being addressed

Person or Persons Responsible

Teachers to Students

Target Dates or Schedule

Daile

Evidence of Completion

Lesson Plans and Classroom walk-throughs

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

Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards.

Person or Persons Responsible

Leadership team and Mentors will monitor via lesson plans and classroom walk-throughs.

Target Dates or Schedule

Weekly

Evidence of Completion

lesson plans and classroom walk-throughs.

Plan to Monitor Effectiveness of G4.B2.S1

Lesson Plans will be reviewed during classroom visitations, the team will focus on the use of project based learning and the use of technology in the classroom with Discovery Learning, Brain POP, and Promethean Boards. Lesson plans will also be shared and discussed in planning meetings.

Person or Persons Responsible

Leadership Team, Department Heads

Target Dates or Schedule

Weekly

Evidence of Completion

classroom walk-through and lesson plans

G5. Our STEM Goal for the 2013-2014 is to increase participation and experience.

G5.B1 • The main barrier to this area was the lack of time for students to utilize computers and laboratory experiences in a laboratory setting.

G5.B1.S1 ? Identify a room more conducive to laboratory experiences for science students. Increase the number of computer labs available in order to identify one dedicated to science teachers and students. Provide opportunities for students to interact with global science issues via the internet, in order to communicate with scientists and other science students. Provide science related field trips. Provide academic electives in the areas of robotics and Future Cities.

Action Step 1

? Identify a room more conducive to laboratory experiences for science students. Increase the number of computer labs available in order to identify one dedicated to science teachers and students. Provide opportunities for students to interact with global science issues via the internet, in order to communicate with scientists and other science students. Provide science related field trips. Provide academic electives in the areas of robotics and Future Cities

Person or Persons Responsible

Administration and Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

laboratory complete, lesson plans and classroom walk-throughs

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

Provide opportunities for students to interact with global science issues via the internet, in order to communicate with scientists and other science students. Provide science related field trips. Provide academic electives in the areas of robotics and Future Cities.

Person or Persons Responsible

? Fidelity will be monitored by the Administration and Department Head.

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans and classroom walk-throughs

Plan to Monitor Effectiveness of G5.B1.S1

? Effectiveness will be monitored by a science lab master calendar, Gizmo data, and student projects. Students will enter competitions to share and gain experiences.

Person or Persons Responsible

Department Head and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans, classroom walk-throughs and student work

G6. Our Early Warning Sign goal for the 2013-2014 is to increase student attendance, decrease tardies, increase awareness of student code of conduct, and increase proficiency in reading grade 3.

G6.B1 The students and parents are not familiarized with the Code of Student Conduct And our school's attendance policies and procedures.

G6.B1.S1 ? Educate our parents and students of the policies and procedures by conducting workshops. Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI team

Action Step 1

? A reward system will be established to recognize students for perfect attendance and outstanding citizenship. ? Before and after school tutorials programs will be established to address students' areas of need. ? Monthly meetings with the MTSS/ RTI teams will be conducted to discuss the progress of these students.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Log, Tutoring rosters and monthly meeting minutes

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

? The MTSS/RTI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

Weekly

Evidence of Completion

Behavioral referrals, counseling logs

Plan to Monitor Effectiveness of G6.B1.S1

? The teams will monitor the effectiveness of the strategies by checking attendance records and behavioral logs kept by the teacher

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

Weekly

Evidence of Completion

attendance record and behavioral logs

G6.B2 Students that are not proficient in reading by third grade is due to school's attendance.

G6.B2.S1 Educate students and parents of the School's Code of Student Conduct. Students who are deemed as developing a pattern of behavioral referrals will be referred to the MTSS/RTI team.

Action Step 1

? A reward system will be established to recognize students for perfect attendance and outstanding citizenship. ? Before and after school tutorials programs will be established to address students' areas of need. ? Monthly meetings with the MTSS/ RTI teams will be conducted to discuss the progress of these students.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

Weekly/Monthly

Evidence of Completion

tutoring logs, attendance logs and monthly meeting minutes

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

? The MTSS/RTI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

weekly/monthly

Evidence of Completion

behavioral referrals, counseling log

Plan to Monitor Effectiveness of G6.B2.S1

? The teams will monitor the effectiveness of the strategies by checking behavioral logs kept by the teacher.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

Weekly

Evidence of Completion

Behavioral logs

Coordination and Integration

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

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

Title I, Part A

Somerset Academy at Silver Palms provides services to ensure students, both elementary and secondary, requiring additional remediation are assisted through before school and after school tutoring, pull out tutoring using Voyager and before and after school FCAT Tutoring. The Reading Coach will develop, lead and evaluate the reading program; model instructional lessons, and conduct data chats with teachers. Other components that are integrated into the school wide program include an extensive Parental Program where parents are required to volunteer 30 hours per year at the school, Title I Chess program, as well as special support services to special needs populations.

Title I, Part C- Migrant

NA

Title I, Part D

Somerset Academy at Silver Palms with the support of the Alternative Outreach program services coordinate with district to implement Drop-out Prevention programs.

Title II

NA

Title III

Somerset Academy at Silver Palms will provide for its ELL population through services available through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners through the use of Achieve 3000, and Voyager through pull out tutoring.

Title VI, Part B - NA

Title X- Homeless

Somerset Academy at Silver Palms' Community Involvement Specialist (CIS) will work with the assigned District Homeless Social Worker which can provide resources such as clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Supplemental Academic Instruction (SAI)

Somerset Academy at Silver Palms provides FCAT before school tutoring where all students participating in the FCAT receive instruction in math and reading. The school funds before and after school tutoring for all students in the school who wish to attend. Pull out intervention will be offered to students who scored in the lowest 25% in reading and math.

Violence Prevention Programs

Somerset Academy at Silver Palms incorporates a Character Education Curriculum as well as offers a non-violence and anti-drug program to students that incorporate field trips, community services including the D.A.R.E. program in collaboration with Miami Dade Police, and counseling. The school also implements MDCPS's Policy Against Bullying and Harassment.

Nutrition Programs

- 1) Somerset Academy at Silver Palms adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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. Our Reading goal for the 2013-2014 is to increase student proficiency from 63% to 67%, an increase of 4% on the 2014 Reading FCAT 2.0.

G1.B3 The Level 3 students area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Vocabulary.

G1.B3.S1 ? Students will use CRISS reading strategies before, during, and after reading in reading and language arts as well as throughout the content areas by using but not limited to vocabulary maps, concept maps, and understanding multiple meaning words. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar.

PD Opportunity 1

? The action steps that will be utilized in the classroom will be to provide pre-reading activities such as concept maps. Teachers will provide practice in determining the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. Students will be provided with opportunities to practice returning to the text to verify answers.

Facilitator

Reading Plus Facilitator

Participants

Teacher and Students

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and classroom Walk-throughs

G1.B5 The Students Learning gains area of needed improvement as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reading Applications.

G1.B5.S1 ? Students will utilizing research-based reading programs, such as Accelerated Reader, IReady, and Ticket to Read weekly and will be noted in the teachers' lessons plan book. Weekly Data will be used by teachers to record and utilize when planning effectively. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar

PD Opportunity 1

? The action steps that will be utilized in the classroom will be to provide instructional opportunities for students to work in small groups based on the needs of the students as seen on the weekly data collected

Facilitator

Reading Plus

Participants

Teachers and Students

Target Dates or Schedule

Daily

Evidence of Completion

Classroom walk-throughs and lesson plans

G2. Our Math goal for the 2013-2014 is to increase student proficiency from 57% to 61%, an increase of 4% on the 2014 FCAT Mathematics 2.0.

G2.B1 As noted on the administration of the 2013 FCAT Test, the Black subgroup did not make AMO. The areas of deficiency as noted on the 2012 - 2013 administration of the FCAT 2.0 Mathematics Assessment are Number: Base Ten and Fractions. This deficiency is due to lack of project based activities which promote higher order thinking and problem solving.

G2.B1.S1 Promote mathematical problem solving skills in the areas of base ten and fractions. Provide timing to practice and apply learned concepts in real life situations

PD Opportunity 1

- Utilize SpringBoard and supplemental materials such as I Ready, FCAT Explorer, Promethean Board, Riverdeep, Gizmos, and the National Library of Virtual Manipulatives consistently and with fidelity. This needs to be done both independently and in cooperative learning groups where cognitive process are used to arrive at answers and higher order thinking is visible.
- Utilize project-based learning and problem solving activities to promote higher order thinking skills to solve non-routine and open-ended real world problems

Facilitator

IReady

Participants

Teachers and students

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom walk-throughs

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Our Reading goal for the 2013-2014 is to increase student proficiency from 63% to 67%, an increase of 4% on the 2014 Reading FCAT 2.0.	\$13,517
G2.	Our Math goal for the 2013-2014 is to increase student proficiency from 57% to 61%, an increase of 4% on the 2014 FCAT Mathematics 2.0.	\$4,000
Total		\$17,517

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Operating		\$17,517
Total		\$17,517

Budget Details

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

G1. Our Reading goal for the 2013-2014 is to increase student proficiency from 63% to 67%, an increase of 4% on the 2014 Reading FCAT 2.0.

G1.B3 The Level 3 students area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Vocabulary.

G1.B3.S1 ? Students will use CRISS reading strategies before, during, and after reading in reading and language arts as well as throughout the content areas by using but not limited to vocabulary maps, concept maps, and understanding multiple meaning words. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar.

Action Step 1

? The action steps that will be utilized in the classroom will be to provide pre-reading activities such as concept maps. Teachers will provide practice in determining the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. Students will be provided with opportunities to practice returning to the text to verify answers.

Resource Type

Evidence-Based Program

Resource

Reading Plus

Funding Source

Operating

Amount Needed

\$13,504

G1.B5 The Students Learning gains area of needed improvement as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reading Applications.

G1.B5.S1 ? Students will utilizing research-based reading programs, such as Accelerated Reader, IReady, and Ticket to Read weekly and will be noted in the teachers' lessons plan book. Weekly Data will be used by teachers to record and utilize when planning effectively. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar

Action Step 1

? The action steps that will be utilized in the classroom will be to provide instructional opportunities for students to work in small groups based on the needs of the students as seen on the weekly data collected

Resource Type

Evidence-Based Program

Resource

Reading Plus

Funding Source

Operating

Amount Needed

\$13

G2. Our Math goal for the 2013-2014 is to increase student proficiency from 57% to 61%, an increase of 4% on the 2014 FCAT Mathematics 2.0.

G2.B1 As noted on the administration of the 2013 FCAT Test, the Black subgroup did not make AMO. The areas of deficiency as noted on the 2012 - 2013 administration of the FCAT 2.0 Mathematics Assessment are Number: Base Ten and Fractions. This deficiency is due to lack of project based activities which promote higher order thinking and problem solving.

G2.B1.S1 Promote mathematical problem solving skills in the areas of base ten and fractions. Provide timing to practice and apply learned concepts in real life situations

Action Step 1

- Utilize SpringBoard and supplemental materials such as I Ready, FCAT Explorer, Promethean Board, Riverdeep, Gizmos, and the National Library of Virtual Manipulatives consistently and with fidelity. This needs to be done both independently and in cooperative learning groups where cognitive process are used to arrive at answers and higher order thinking is visible.
- Utilize project-based learning and problem solving activities to promote higher order thinking skills to solve non-routine and open-ended real world problems

Resource Type

Evidence-Based Program

Resource

IReady-Math

Funding Source

Operating

Amount Needed

\$4,000