



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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### **Goulds Elementary School**

23555 SW 112TH AVE

Homestead, FL 33032

305-257-4400

<http://goulds.dadeschools.net>

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 95%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 99%

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## School Grades History

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<b>2013-14</b> B	<b>2012-13</b> C	<b>2011-12</b> B	<b>2010-11</b> A
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## SIP Authority and Template

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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

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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

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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

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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

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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

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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

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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

Goulds Elementary School

##### Principal

Raul Garcia F

##### School Advisory Council chair

Evelyn Lawrence

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

Name	Title
Raul F. Garcia	Principal
LaJean R. Reed	Assistant Principal

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

Principal-1; UTD Steward – 1; Teachers-5 ; Alternate Teacher-1; Educational Support Employee-1; Alternate Educational Support Employee-1; Parents- 6; Alternate Parents-1; Student-1; Alternate Student-1; Business/Community Representative -2

#### Involvement of the SAC in the development of the SIP

The School Advisory Council review the end of year feedback for the 2012-13 school improvement plan. The SAC accepted the recommendations of the instructional staff and administration.

#### Activities of the SAC for the upcoming school year

For the 2013-14 school year, The School Advisory Council Plans to review and monitor the implementation of the School Improvement Plan, support the Supplemental Education needs of the school through the purchase of ancillary materials (i.e., JUMPSTART, FCAT COACH) and support student incentives throughout the school year, focusing on positive behavior reinforcements for academic achievement and improved attendance (absences and tardies).

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

The purchase of student incentives for academic and attendance recognition. \$533.00

The purchase of Supplemental Education Tutoring materials \$2,300.00

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Raul Garcia F**

Principal

Years as Administrator: 8

Years at Current School: 5

**Credentials**Educational Leadership &  
Elementary Education

2013 – School Grade- C  
 Rdg. Proficiency, 40%  
 Math Proficiency, 53%  
 Rdg. Lrg. Gains, 71 points  
 Math Lrg. Gains, 57 points  
 Rdg. Imp. of Lowest 25% -  
 100 points  
 Math Imp. of Lowest 25% -  
 57 points  
 Rdg. AMO –40%  
 Math AMO–53%

2012 – School Grade B  
 Rdg. Proficiency, 36%  
 Math Proficiency, 51%  
 Rdg. Lrg. Gains, 68 points  
 Math Lrg. Gains, 53 points  
 Rdg. Imp. of Lowest 25% -  
 95 points  
 Math Imp. of Lowest 25% -  
 25 points  
 Rdg. AMO –\_\_  
 Math AMO–\_\_

**Performance Record**

2011-School Grade A  
 Rdg. Proficiency, 61%  
 Math Proficiency, 72%  
 Rdg. Lrg. Gains, 62 points  
 Math Lrg. Gains, 65 points  
 Rdg. Imp. of Lowest 25% -  
 64 points  
 Math Imp. of Lowest 25% -  
 74 points  
 2010-School Grade A  
 Rdg. Proficiency, 61%  
 Math Proficiency, 65%  
 Rdg. Lrg. Gains, 62 points  
 Math Lrg. Gains, 75 points  
 Rdg. Imp. of Lowest 25% -  
 75 points  
 Math Imp. of Lowest 25% -  
 57 points  
 2009-School Grade A  
 Rdg. Proficiency, 71%  
 Math Proficiency, 72%  
 Rdg. Lrg. Gains, 76 points  
 Math Lrg. Gains, 72 points



Rdg. Imp. of Lowest 25% -  
67 points  
Math Imp. of Lowest 25% -  
69 points

**LaJean R Reed**

Asst Principal

Years as Administrator: 10

Years at Current School: 4

**Credentials**Educational Leadership &  
Elementary Education

2013 – School Grade-C  
 Rdg. Proficiency, 40%  
 Math Proficiency, 53%  
 Rdg. Lrg. Gains, 71 points  
 Math Lrg. Gains, 57 points  
 Rdg. Imp. of Lowest 25% -  
 100 points  
 Math Imp. of Lowest 25% -  
 57 points  
 Rdg. AMO –40%  
 Math AMO–53%

2012 – School Grade B  
 Rdg. Proficiency, 36%  
 Math Proficiency, 51%  
 Rdg. Lrg. Gains, 68 points  
 Math Lrg. Gains, 53 points  
 Rdg. Imp. of Lowest 25% -  
 95 points  
 Math Imp. of Lowest 25% -  
 25 points  
 Rdg. AMO –\_\_  
 Math AMO–\_\_

**Performance Record**

2011- School Grade A  
 Rdg. Proficiency, 61%  
 Math Proficiency, 72%  
 Rdg. Lrg. Gains, 62 points  
 Math Lrg. Gains, 65 points  
 Rdg. Imp. of Lowest 25% -  
 64 points  
 Math Imp. of Lowest 25% -  
 74 points

2010-School Grade C  
 Rdg. Proficiency, 61%  
 Math Proficiency, 62%  
 Rdg. Lrg. Gains, 62 points  
 Math Lrg. Gains, 75 points  
 Rdg. Imp. of Lowest 25% -  
 75 points  
 Math Imp. of Lowest 25% -  
 81 points

2009-School Grade C  
 Rdg. Proficiency, 46%  
 Math Proficiency, 49%  
 Rdg. Lrg. Gains, 58 points  
 Math Lrg. Gains, 61 points

Rdg. Imp. of Lowest 25% -  
58 points  
Math Imp. of Lowest 25% -  
54 points

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Mildreca Robinson**

Full-time / District-based

Years as Coach: 8

Years at Current School: 5

**Areas**

Reading/Literacy

**Credentials**

Elementary Education & Reading

**Performance Record**

2013 – School Grade C  
Rdg. Proficiency, 40%  
Rdg. Lrg. Gains, 71 points  
Rdg. Imp. of Lowest 25% -  
100 points  
Rdg. AMO –40  
2012- School Grade- B  
Rdg. Proficiency, 36%  
Rdg. Lrg. Gains, 68 points  
Rdg. Imp. of Lowest 25% -  
95 points  
Rdg. AMO –\_\_  
2011- School Grade –A  
Rdg. Proficiency, 61%  
Rdg. Lrg. Gains, 62 points  
Rdg. Imp. of Lowest 25% -  
64 points  
2010-School Grade A  
Rdg. Proficiency, 61%  
Rdg. Lrg. Gains, 62 points  
Rdg. Imp. of Lowest 25% -  
75 points  
2009-School Grade D  
Rdg. Proficiency, 46%  
Rdg. Lrg. Gains, 58 points  
Rdg. Imp. of Lowest 25% -  
58 points

**Classroom Teachers**

**# of classroom teachers**

44

**# receiving effective rating or higher**

44, 100%

**# Highly Qualified Teachers**

70%

**# certified in-field**

44, 100%

**# ESOL endorsed**

36, 82%

**# reading endorsed**

6, 14%

**# with advanced degrees**

14, 32%

**# National Board Certified**

1, 2%

**# first-year teachers**

2, 5%

**# with 1-5 years of experience**

10, 23%

**# with 6-14 years of experience**

20, 45%

**# with 15 or more years of experience**

12, 27%

**Education Paraprofessionals**

**# of paraprofessionals**

4

**# Highly Qualified**

4, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

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

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

In an effort to retain highly qualified teachers at Goulds Elementary, professional development opportunities, Professional Learning Communities and A Lesson Study Cycle will be used to support instructional practices for teachers. School Administration and Reading Coach will be responsible for the teacher recruitment and retention strategies.

### **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**

Through weekly meetings and classroom visitations new teachers will be coached and guided on effective school instructional practices, current trends in education, etc. to support professional growth. School Administration, Reading Coach and Professional Development liaison will be responsible for the implementation of the Teacher Mentoring Program/plan.

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

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

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

MTSS is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions

with the goal of increasing an individual student's rate of progress academically and/or behaviorally. There

will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust (as needed), the supports that are defined in the SIP. Annual goals are translated into progress monitoring 3 times per year and ongoing progress monitoring measures that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency. Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP.

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

The leadership team consists of the following staff members:  
Raul F. Garcia, Principal

LaJean R. Reed, Assistant Principal  
Mildreca Robinson, Reading Coach  
Pilar Masson, Media Specialist  
Doris Florez, Kindergarten Teacher  
Jesse Beauvoir, First Grade Teacher  
Abdis Suarez, Second Grade Reading Teacher  
Andrea Williams, Third Grade Reading Teacher  
Rosario Fernandez, Fourth Grade Reading/Writing Teacher  
Keisha Hylton-Stewart, Fifth Grade Reading Teacher  
Gemma Alfred, School Counselor  
Stuart Weinstock, Psychologist  
Joanne Ismail, Social Worker

An administrator will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

#### Tier 2

The administrators, reading coach, school counselor will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

Each grade level has a pre-identified support team member to provide information or revise efforts.

#### Tier 3 SST

Administrators, Reading Coach, School Counselor, Psychologist, Classroom teacher and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The members of the Goulds Elementary MTSS Leadership Team will utilize the School Improvement Plan as a working document to guide the instructional plan for the 2013-2014 school year. Monthly review of the effectiveness of developed strategies will be a primary focus of the MTSS Leadership Team meetings. Adjustments and revisions will be made to school developed programs, interventions, and initiatives to ensure the effective application of school developed and district developed programs for improving student achievement.

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

Data will be used to guide instructional decisions and system procedures for all students to: adjust the delivery of curriculum and instruction to meet the specific needs of students adjust the delivery of behavior management system

- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

Managed data will include:

Academic

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments
- CELLA
- Edusoft

## Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team Climate surveys
- Attendance
- Referrals to Special Education programs

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

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district and school mission statements and organizational improvements efforts.
2. Alignment of policies and procedures across classroom, grade, building, district and state levels.
3. Ongoing efficient facilitation and accurate use of problem-solving process to support planning, implementing and evaluating effectiveness of services.
4. Strong, positive and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs. Communicating outcomes with stakeholders and celebrating success frequently.

### **Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Before or After School Program

**Minutes added to school year:** 2,400

2400 minutes of additional Learning Time will be added to the school year with After-School and Weekend tutorial programs.

### Strategy Purpose(s)

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

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

Students will receive supplemental support after-school or on the weekend to reinforce and/or supplemental reading, writing, mathematics and/or science, through exploration, inquiry based activities and various enrichment and remediation strategies.

### Who is responsible for monitoring implementation of this strategy?

Data is collected during the tutoring program. Teachers monitor student progress throughout the tutorial programs and adjust assignments to meet student needs.

- Use small group instruction

The administrator and the Literacy Leadership Team will monitor the implementation of identified strategies with appropriate resources.

## Literacy Leadership Team (LLT)

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

Name	Title
Raul F. Garcia,	Principal
LaJean R. Reed,	Assistant Principal
Mildreca Robinson,	Reading Coach
Pilar Masson, Media Specialist	Media Specialist
Doris Florez,	Kindergarten Teacher
Jesse Beauvoir,	First Grade Teacher
Abdis Suarez,	Second Grade Reading Teacher
Andrea Williams,	Third Grade Reading Teacher
Rosario Fernandez,	Fourth Grade Reading/Writing Teache
Keisha Hylton-Stewart, Keisha Hylton-Stewart,	Fifth Grade Reading Teacher

### How the school-based LLT functions

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. During school site visits, the District team will review the minutes from LLT meetings and have a dialogue with principals regarding the meetings.



The principal will provide necessary resources to the LLT. The reading coach will serve as a member of the Reading Leadership Team. The coach will share his/her expertise in reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Reading Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Reading Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.

The principal will ensure that the reading coach uses the online coach's log on the Progress Monitoring Reporting Network (PMRN) by:

- analyzing the biweekly entries of the reading coaches on the PMRN; and
- monitoring time spent on specific activities to ensure alignment to the K-12 CRRP.

Principals will conference with reading coaches on a biweekly basis in order to discuss trends and determine if accommodations need to be made to the reading coach's schedule in order to best impact student achievement.

The principal will monitor lesson plans during regular classroom visitations. Principals will evaluate what has been seen instructionally and expect it to match what is on the plans. Teachers needing assistance will be supported by the reading coach and the school administrator.

The principal will conference with all teachers individually to analyze their students' data and determine strengths and weaknesses. In addition to the regular data chats after each assessment period, data will be discussed at grade level meetings and department chair meetings for the purpose of refining and targeting instruction.

The data study team will meet approximately five times per year: at the beginning of the year, following each of the three FAIR assessments, and at the end of the year. Based on the district MTSS model, school site staff will meet as needed to identify and target intervention for students. Additionally, each school site's MTSS team will schedule data chat meetings to include teachers, reading coaches, school psychologist, and administrators.

Principal will monitor implementation of the K-12 CRRP through a variety of methods including weekly classroom walkthroughs, monthly grade/departmental meetings, and reading leadership team meetings. In addition, student performance data in reading will be reviewed regularly during Data Team meetings. The Principal Reading Walkthrough Guidelines from the Just Read, Florida! Office provides principals with a tool to effectively structure classroom visits in order to observe effective reading instruction. This tool provides a

snapshot of classroom organization, instruction, and learning opportunities in the reading classroom. Indicators focus on the learning environment and include instructional strategies essential for reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The principals will create a reading goal, specific objectives and action steps in their School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of AMO. By participating in the analysis of student data and interpreting various reports that drive instructional implications across the curriculum, the principal will serve as a literacy leader.

### **Major initiatives of the LLT**

Gather knowledge about literacy and resources, facilitate workshops, organize study groups, initiate action research, and examine student artifacts.

As a result of progress monitoring (class work assignments and assessment results) and classroom visits by members of the Leadership Literacy Team, students who consistently demonstrate academic difficulty will be monitored by the LLT and receive supplemental and intensive instruction/interventions. Students not making mastery will be offered tutorial assistance (before-school, after-school or during the regular school day) from personnel hired to provide tutorial services.

Student who scored in the lowest 25% on the 2013 FCAT 2.0(Reading and Math) will be monitored by the LLT to determine effectiveness of supplemental instruction.

Strategies that are unsuccessful will be discontinued and replaced with alternate interventions.

All personnel providing services to a student not making mastery will meet to discuss their documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed.

### **Every Teacher Contributes to Reading Instruction**

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

NA

### **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**

Goulds Elementary has a mixed population of students ready for Kindergarten enrolling each academic year. Kindergarten instructors utilize Florida Kindergarten Readiness Screener (FLKRS) and Florida Assessment for Instruction in Reading (FAIR) assessments to monitor student achievement and growth. The Kindergarten screening assessments are used at the opening of school and closing of school to determine student growth. Data generated from the screening process is used to enhance instructional delivery for the upcoming academic school year.

## 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	45%	40%	No	51%
American Indian		0%		
Asian		0%		
Black/African American	40%	36%	Yes	46%
Hispanic	56%	44%	No	60%
White		0%		
English language learners	52%	40%	No	57%
Students with disabilities	24%	11%	No	32%
Economically disadvantaged	44%	38%	No	50%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	25%	33%
Students scoring at or above Achievement Level 4	40	15%	18%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)			74%
Students in lowest 25% making learning gains (FCAT 2.0)			100%

#### 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)	36	44%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	13	16%	24%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	20	26%	33%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**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	20	86%	87%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%	53%	No	59%
American Indian		0%		
Asian		0%		
Black/African American	49%	53%	Yes	54%
Hispanic	64%	47%	No	68%
White		0%		
English language learners	54%	45%	No	59%
Students with disabilities	34%	34%	Yes	41%
Economically disadvantaged	53%	52%	No	58%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	92	36%	39%
Students scoring at or above Achievement Level 4	43	17%	18%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		57%	61%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		57%	61%

**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	10	12%	18%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		4%

**Florida Alternate Assessment (FAA)**

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		2
Participation in STEM-related experiences provided for students	45	30%	40%

**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	100	16%	15%
Students retained, pursuant to s. 1008.25, F.S.	75	12%	11%
Students who are not proficient in reading by third grade	45	55%	50%
Students who receive two or more behavior referrals	113	18%	17%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	17	3%	2%

## 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

Refer to Title I Parent Involvement Plan

### Specific Parental Involvement Targets

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

- G1.** Our goal for the 2014 administration of the Reading FCAT 2.0 is to increase the percentage All, Hispanic, Students with Disabilities and Economically Disadvantaged student subgroups performing at proficiency by 11 percentage points to 51%.
- G2.** Our goal for the 2013-14 school year is to increase student Writing proficiency, at 3.5 or above, on the Writing Florida Comprehensive Assessment Test (FCAT) 2.0 by one percentage points to 87%.
- G3.** Our goal for the 2014 administration of the FCAT 2.0 Mathematics Assessment is to increase the percentage of All Students, Hispanic, English Language Learners and Economic Disadvantaged subgroups performing at proficiency by 6 percentage points to 59%.
- G4.** Our goal for the 2014 administration of Science FCAT 2.0 is to increase the number of students scoring at or above Level 3 by 6 percentage points to 18%.
- G5.** Our goal for the 2013-14 school year is to increase the number of student participating in Project Based Learning in STEM by 5 percentage points to 40%.
- G6.** Our goal for the 2013-14 school year is to improve student achievement by decreasing the number of students missing instructional time due absences, suspensions and the number of retained students.

## Goals Detail

**G1.** Our goal for the 2014 administration of the Reading FCAT 2.0 is to increase the percentage All, Hispanic, Students with Disabilities and Economically Disadvantaged student subgroups performing at proficiency by 11 percentage points to 51%.

### **Targets Supported**

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

### **Resources Available to Support the Goal**

- McGraw-Hill Reading Wonders, SuccessMaker, Reading Plus, FCAT Explorer, Accelerated Reader, District Pacing Guides

### **Targeted Barriers to Achieving the Goal**

- Student performance data from the 2013 FCAT 2.0 Reading Assessment indicated that 11% of Students with Disabilities, 38% of Economic Disadvantaged and 44% of Hispanic subgroups' scored at Achievement Level 3. Further disaggregation of data identified a deficiency in Reporting Category 4, Informational Text and Research Process. The proper identification and placement of students in the appropriate intervention group has been an obstacle.
- Student performance data from the 2013 FCAT 2.0 Reading Assessment indicated that 25% of students scored at Achievement Level 3. Further disaggregation of data identified a deficiency in Reporting Category 1, Vocabulary. Due to limited recreational reading, Students lack the vocabulary and prior knowledge necessary to be successful readers.
- Student performance data from the 2013 FCAT 2.0 Reading assessment indicated that 15% of students scored at or above Achievement Level 4. Further disaggregation of data Students demonstrated a deficiency in Reporting Category 4, Informational Text/Research Process. Student's limited interactions interpreting Real-World documents minimized student achievement.
- Student performance data from the 2013 FCAT 2.0 Reading assessment indicated that 100% students in the Lowest 25% demonstrated proficiency. Students demonstrated a deficiency in Reporting Category 2, Reading Application. Students limited access to educational technology hindered student progress.
- Student performance data from the 2013 FCAT 2.0 Reading assessment indicated that 71% of students were identified as making learning gains. Students demonstrated a deficiency in Reporting Category 2, Reading Application. Students limited access to educational technology hindered student progress.
- Student performance data from the 2013 Comprehensive English Language Learning Assessment (CELLA) in Listening and Speaking indicates that 44% of the students scored proficient in Listening and Speaking. Students require additional opportunities in and outside of the classroom to speak in English.
- Student performance data from the 2013 Comprehensive English Language Learning Assessment (CELLA) in Reading indicates that 16% of the students scored proficient in Reading. Students require additional opportunities in and outside of the classroom to speak in English.
- Student performance data from the 2013 Comprehensive English Language Learning Assessment (CELLA) in Writing indicates that 26% of the students scored proficient in Writing. Students require additional opportunities to practice writing skills.



### Plan to Monitor Progress Toward the Goal

Using the FCIM model, LLT and MTSS/Rtl teams will review current student assessment data.

**Person or Persons Responsible**

LLT and MTSS/Rtl Teams

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Formative Assessment: FAIR, District interim Assessments, Monthly Progress Monitoring Assessment, SuccessMaker Reports Summative Assessment: 2014 CELLA and FCAT 2.0

**G2.** Our goal for the 2013-14 school year is to increase student Writing proficiency, at 3.5 or above, on the Writing Florida Comprehensive Assessment Test (FCAT) 2.0 by one percentage points to 87%.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- McGraw-Hill Wonders Series

**Targeted Barriers to Achieving the Goal**

- Students require increased exposure to literary devices such as metaphors, similes, personification.

### Plan to Monitor Progress Toward the Goal

review writing assessment and intervention data

**Person or Persons Responsible**

Administration, Reading Coach and writing teachers

**Target Dates or Schedule:**

monthly

**Evidence of Completion:**

adjust instruction as needed

**G3.** Our goal for the 2014 administration of the FCAT 2.0 Mathematics Assessment is to increase the percentage of All Students, Hispanic, English Language Learners and Economic Disadvantaged subgroups performing at proficiency by 6 percentage points to 59%.

### **Targets Supported**

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

### **Resources Available to Support the Goal**

- Houghton Mifflin Harcourt Go Math series, SuccessMaker, FCAT Explorer,

### **Targeted Barriers to Achieving the Goal**

- Student performance data on the 2013 FCAT 2.0 Mathematics indicates that 53% of students met the AMOs. All Students, Hispanic, English Language Learners and Economically Disadvantaged subgroups did not meet the targeted AMOs. Students have difficulty conceptualizing Mathematical skills related to Numbers Operations.
- Student performance data on the 2013 FCAT 2.0 Mathematics Assessment indicate that 36% of students scored at achievement level 3. Further disaggregation of data indicates that grade 3 students demonstrated a deficiency in Reporting Category 1, Numbers: Operations, Problems and Statistics; grade 4 students demonstrated a deficiency in Reporting Category 2 Numbers: Fractions and grade 5 students reporting category 3, Geometry and Measurement. The students' limited access to educational technology hindered student remediation and enrichment.
- Student performance data on the 2013 FCAT 2.0 Mathematics Assessment for students scoring at or above Achievement Level 4 indicate that 17% of students scored at achievement level 4 or above. Further disaggregation of data indicate that grade 4 and 5 students demonstrated a deficiency in Reporting Category 3, Geometry and Measurement. The students' limited classroom opportunities to develop exploration and inquiry activities.
- Student performance data on the 2013 FCAT 2.0 Mathematics Assessment indicate that the percent of students making learning gains increased by 4 percentage points to 57%.
- Student performance data on the 2013 FCAT 2.0 Mathematics Assessment indicate that the percent of students in the lowest quartile making learning gains decreased by 4 percentage points. Students received limited opportunities to participate in small group intervention, as a result affecting learning gains for lowest quartile accountability group.

### **Plan to Monitor Progress Toward the Goal**

Using the FCIM, the team will review current student assessment data and make recommendations for adjustments to instruction and/or intervention.

#### **Person or Persons Responsible**

Administration, MTSS/Rtl and Mathematics Liasion

#### **Target Dates or Schedule:**

Monthly

#### **Evidence of Completion:**

Formative: District Interim Assessments, Classroom Assessment and SuccessMaker reports  
Summative: 2014 Mathematics FCAT 2.0

**G4.** Our goal for the 2014 administration of Science FCAT 2.0 is to increase the number of students scoring at or above Level 3 by 6 percentage points to 18%.

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- Scott Foreman Science Series, Gizmos, Discovery Education, AIMS, District Pacing Guides

**Targeted Barriers to Achieving the Goal**

- Students participating in the 2013 administration of the FCAT 2.0 Science test scoring at Achievement level 3 indicated a deficiency in Reporting Category 4, Life Science. Students need increased opportunities to be able to identify the functions of the human body, compare life cycles of plants and animals. Identify adaptations in plants and animals that allow them to survive and trace energy through a food chain.
- Students participating in the 2013 administration of the FCAT 2.0 Science test scoring at Achievement level 4 indicated a deficiency in Reporting Category 3, Physical Science. Students need increased opportunities to be able to identify the basic forms of energy, identify familiar forces, trace the conversion of electric into other forms of energy and distinguish relationships among mass, force and motion.

**Plan to Monitor Progress Toward the Goal**

The team will review current assessment/student classwork and review instructional and intervention needs.

**Person or Persons Responsible**

Administrators, LLT and MTSS/RtI team members and science departmental teachers

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Formative: District Interim and Classroom Assessments Summative: 2014 Science FCAT 2.0

**G5.** Our goal for the 2013-14 school year is to increase the number of student participating in Project Based Learning in STEM by 5 percentage points to 40%.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Scott Foresman Science Series, GIZMOS, SUCCESSMAKER

**Targeted Barriers to Achieving the Goal**

- Students had limited opportunities for inquiry based activities.

### Plan to Monitor Progress Toward the Goal

Monitor the percentages of students able to complete a STEM report.

**Person or Persons Responsible**

Administrators and science departmental teachers

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Increase in number and percentage of students complete a STEM presentation .

**G6.** Our goal for the 2013-14 school year is to improve student achievement by decreasing the number of students missing instructional time due absences, suspensions and the number of retained students.

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- Student of the Month and Honor Roll Assemblies, Student Incentives, Student Services department, Special Activities

**Targeted Barriers to Achieving the Goal**

- Student academic development is correlated to student attendance. By monitoring Early Warning Systems, Goulds Elementary will increase student attendance by decreasing the number of students who miss 10% or more of the available instructional time.
- Student academic development is also correlated to annual promotion. By monitoring Early Warning Systems, Goulds Elementary will monitor the number of students retained in the third grade students.
- Student academic development is also correlated to positive behaviors. By monitoring Early Warning Systems, Goulds Elementary will decrease the number of students who receive two or more behavioral referrals that lead to suspension.

### Plan to Monitor Progress Toward the Goal

Using the FCIM, team members will review student data and pertinent information and make recommendations about supplemental educational opportunities available and/or adjustments.

**Person or Persons Responsible**

Administration and MTSS/Rtl team members

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative: District Interim Assessments, FAIR, SuccessMaker Reports, Class Assessments Summative: 2014 FCAT 2.0 Assessments

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Our goal for the 2014 administration of the Reading FCAT 2.0 is to increase the percentage All, Hispanic, Students with Disabilities and Economically Disadvantaged student subgroups performing at proficiency by 11 percentage points to 51%.

**G1.B1** Student performance data from the 2013 FCAT 2.0 Reading Assessment indicated that 11% of Students with Disabilities, 38% of Economic Disadvantaged and 44% of Hispanic subgroups' scored at Achievement Level 3. Further disaggregation of data identified a deficiency in Reporting Category 4, Informational Text and Research Process. The proper identification and placement of students in the appropriate intervention group has been an obstacle.

**G1.B1.S1** Utilizing, FAIR, SAT-10, FCAT 2.0, Baseline and Interim Assessment data, students will be identified using multiple data points. These students will be placed in targeted student intervention groups prior to the end of the second week of school and monitored monthly.

#### **Action Step 1**

Student 2013 FCAT 2.0 and district baseline assessment data will be reviewed and students placed into intervention groups based upon Reading achievement levels, less than 3

#### **Person or Persons Responsible**

LLT and MTSS/Rtl team members

#### **Target Dates or Schedule**

Opening of school and monthly

#### **Evidence of Completion**

Intervention group rosters and progress monitoring data

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

Using the FCIM model, Literacy Leadership Team will review progressing monitor and classwork to monitor students progress and make recommendations of student group adjustments.

#### **Person or Persons Responsible**

LLT and MTSS/Rtl team members

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Monthly Classroom data (Tests and Quizzes); Quarterly Interim Assessment data

## Plan to Monitor Effectiveness of G1.B1.S1

Using the FCIM model, Literacy Leadership Team will review progressing monitor and classwork to monitor students progress and make recommendations of student group adjustments.

### Person or Persons Responsible

LLt and MTSS/Rtl team members

### Target Dates or Schedule

Monthly

### Evidence of Completion

Formative Assessment: FAIR data, District Interim Assessments, Monthly Progress Monitoring assessments  
Summative Assessment: 2014 FCAT 2.0 Assessment

**G1.B2** Student performance data from the 2013 FCAT 2.0 Reading Assessment indicated that 25% of students scored at Achievement Level 3. Further disaggregation of data identified a deficiency in Reporting Category 1, Vocabulary. Due to limited recreational reading, Students lack the vocabulary and prior knowledge necessary to be successful readers.

**G1.B2.S1** During pre-reading activities, students will utilize concept maps and word walls to help build their knowledge of word meanings and relationships. In addition student will actively participate in the Accelerated Reader Program to build fluency and vocabulary.

### Action Step 1

Teachers will monitor student progress in the Accelerated Reader Program.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Accelerated Reader Reports

### Facilitator:

### Participants:

## Action Step 2

Teachers will use CRISS strategies to have students create their personal word wall using graphic organizers.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

Students' work samples.

### Facilitator:

Reading Coach

### Participants:

Kindergarten through Fifth grade teachers

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

Using the FCIM model, the LLT and the MTSS/RtI team will review Students' monthly assessment reports to monitor progress and make recommendations of instructional adjustments.

### Person or Persons Responsible

LLT and MTSS/RtI team members

### Target Dates or Schedule

Monthly

### Evidence of Completion

Student work samples.

## Plan to Monitor Effectiveness of G1.B2.S1

Using the FCIM model, the LLT and the MTSS/RtI team will review Students' work samples, lesson plans to monitor student progress and to make recommendations for instructional adjustments.

### Person or Persons Responsible

LLT and MTSS/RtI team members

### Target Dates or Schedule

Monthly

### Evidence of Completion

Formative: FAIR data, District Interim Assessments, Monthly Progress Monitoring Assessments  
Summative: 2014 FCAT 2.0 Assessment

**G1.B3** Student performance data from the 2013 FCAT 2.0 Reading assessment indicated that 15% of students scored at or above Achievement Level 4. Further disaggregation of data Students demonstrated a deficiency in Reporting Category 4, Informational Text/Research Process. Student's limited interactions interpreting Real-World documents minimized student achievement.

**G1.B3.S1** Students will receive instruction using how-to articles, brochures, fliers and other real world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc.) and to locate, interpret and organize information, this will provide enrichment to students.

### Action Step 1

Students will practicing interpreting and creating brochures and fliers for school activities and events.

### Person or Persons Responsible

Classroom Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work samples.



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

During Classroom Walkthroughs, LLT members will review student work folders.

**Person or Persons Responsible**

LLT and MTSS/RtI team members

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work samples and classroom assessments

### Plan to Monitor Effectiveness of G1.B3.S1

Using the FCIM model, LLT and MTSS/RtI teams will review current student assessment data.

**Person or Persons Responsible**

LLT and MTSS/RtI Teams

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative Assessment: FAIR, District interim Assessments, Monthly Progress Monitoring  
Assessment Summative Assessment: 2014 Reading FCAT 2.0

**G1.B4** Student performance data from the 2013 FCAT 2.0 Reading assessment indicated that 100% students in the Lowest 25% demonstrated proficiency. Students demonstrated a deficiency in Reporting Category 2, Reading Application. Students limited access to educational technology hindered student progress.

**G1.B4.S1** Create computer lab schedules with optimize usage of computers for the implementation of SuccessMaker Math for 75 minutes weekly, per student

**Action Step 1**

Student will have a minimum of 75 minutes per week utilizing computers/computer labs to access SuccessMaker.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

SuccessMaker reports, computer lab schedule and usage

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

During walkthroughs, team members will observe computer and SuccessMaker program usage.

**Person or Persons Responsible**

LLT, RtI/MTSS team members

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

SuccessMaker Reports and Computer Lab schedule and usage

## Plan to Monitor Effectiveness of G1.B4.S1

During walkthroughs, team members will observe computer and SuccessMaker program usage.

### Person or Persons Responsible

LLT and MTSS/RtI team members

### Target Dates or Schedule

Ongoing

### Evidence of Completion

SuccessMaker Reports and Computer Lab schedule and usage

**G1.B5** Student performance data from the 2013 FCAT 2.0 Reading assessment indicated that 71% of students were identified as making learning gains. Students demonstrated a deficiency in Reporting Category 2, Reading Application. Students limited access to educational technology hindered student progress.

**G1.B5.S1** A computer-lab schedule will be generated prior to the end of the second week of school to optimize usage of computers. SuccessMaker implementation will be 75 minutes weekly, per student. SuccessMaker will be used to improve reading applications for all students

### Action Step 1

Teachers will their students using computers at the appropriate scheduled time and length of time.

### Person or Persons Responsible

Classroom Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

SuccessMaker Reports

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

SuccessMakers will be generated and reviewed for content and usage data.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

SuccessMaker Reports

### Plan to Monitor Effectiveness of G1.B5.S1

SuccessMaker reports will be reviewed for student usage.

#### Person or Persons Responsible

LLT and MTSS/RtI members

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

SuccessMaker Reports

**G1.B6** Student performance data from the 2013 Comprehensive English Language Learning Assessment (CELLA) in Listening and Speaking indicates that 44% of the students scored proficient in Listening and Speaking. Students require additional opportunities in and outside of the classroom to speak in English.

**G1.B6.S1** Provide daily opportunities for Teacher-led groups to enhance communication skills for students.

#### Action Step 1

During instruction, students will be provided with opportunities to listen to the teacher modeling how to read fluently, participate in read-alouds and participate in choral reading.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work samples, Class walkthroughs, teacher observations

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

Using the FCIM model, LLT and MTSS/RtI team members will review the implementation of strategies and student assessment data and make recommendations to adjust instruction.

**Person or Persons Responsible**

LLT, RtI/MTSS

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student journals, writing activities

### **Plan to Monitor Effectiveness of G1.B6.S1**

Using the FCIM model, LLT and MTSS/RtI team members will review the implementation of strategies and student assessment data and make recommendations to adjust instruction.

**Person or Persons Responsible**

LLT and MTSS/RtI team members

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student presentations, journals and writing activities.

**G1.B7** Student performance data from the 2013 Comprehensive English Language Learning Assessment (CELLA) in Reading indicates that 16% of the students scored proficient in Reading. Students require additional opportunities in and outside of the classroom to speak in English.

**G1.B7.S1** Students will be provided with additional opportunities to read in English.

**Action Step 1**

During instruction, teachers will use Question-Answer-Relationship (QA) with students to teach how to ask questions about the reading and assist with finding answers in the text.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work samples and Classroom assessments

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

The LLT along with the MTSS/RtI team members will monitor strategy implementation will reviewing teacher lesson plans, students work, etc. The teams will use the FCIM to make adjustments to instruction.

**Person or Persons Responsible**

LLT and MTSS/RtI team members

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Teacher lesson plans, observations and student work samples.

## Plan to Monitor Effectiveness of G1.B7.S1

Using the FCIM model, LLT and MTSS/RtI team members will review the implementation of strategies and student assessment data and make recommendations to adjust instruction.

### Person or Persons Responsible

LLT and MTSS/RtI team members

### Target Dates or Schedule

Monthly

### Evidence of Completion

Formative: Student journals, writing activities Summative: 2014 CELLA

**G1.B8** Student performance data from the 2013 Comprehensive English Language Learning Assessment (CELLA) in Writing indicates that 26% of the students scored proficient in Writing. Students require additional opportunities to practice writing skills.

**G1.B8.S1** Student will be provided with additional opportunities to practice the writing process..

### Action Step 1

Students will practice journal writing activities indicating their feelings and reactions to a variety of prompts.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student journal entries.

### Action Step 2

Students will complete monthly school-wide writing prompts.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student writing samples

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

Student progress will be reviewed through classroom walkthroughs and student work review, specifically the writing experiences of students.

#### **Person or Persons Responsible**

LLT and MTSS/RtI team members

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Writing samples and rubric scoring

### **Plan to Monitor Effectiveness of G1.B8.S1**

Using the FCIM model, LLT and MTSS/RtI team members will review the implementation of strategies and student assessment data and make recommendations to adjust instruction.

#### **Person or Persons Responsible**

LLT and MTSS/RtI team members

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Formative Assessments: Students writing activities and journal writing. Summative: 2014 CELLA



**G2.** Our goal for the 2013-14 school year is to increase student Writing proficiency, at 3.5 or above, on the Writing Florida Comprehensive Assessment Test (FCAT) 2.0 by one percentage points to 87%.

**G2.B1** Students require increased exposure to literary devices such as metaphors, similes, personification.

**G2.B1.S1** Have students write using a variety of expressive forms (e.g. chapter books, short stories, poetry, skits, song lyrics) by: collecting, reading, and noticing the author's craft such as form, patterns, rhythm, crafting techniques, creating lists of sensory words, rhyming words, words with multiple meanings, idioms, surprising language, words with high impact similes, alliteration, and chants with (expression) to assist in writing.

### **Action Step 1**

Students will practice peer editing and revision strategies using a writing rubric .

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Observations and writing samples

#### **Facilitator:**

Administrators and Reading Coach

#### **Participants:**

Writing Teachers

### **Action Step 2**

Students will explore word utilization of a broad range to enhance the writing process and final product.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student word list, word walls, writing samples

### **Action Step 3**

Students will participate in small group guided instruction on plot development and self-editing techniques.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

Student Writing samples.

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

During classroom walkthroughs, review student writing samples for expressive content.

#### **Person or Persons Responsible**

LLT, MTSS/Rtl team members and writing teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Lesson plans, observations, student work samples.

### **Plan to Monitor Effectiveness of G2.B1.S1**

Using the FCIM, the student writing process will be reviewed and recommendations made to adjust instruction and/or intervention groups.

#### **Person or Persons Responsible**

LLT, MTSS/Rtl team members and writing teachers

#### **Target Dates or Schedule**

monthly

#### **Evidence of Completion**

Formative: Monthly writing prompts Summative: 2014 FCAT 2.0 Writing

**G3.** Our goal for the 2014 administration of the FCAT 2.0 Mathematics Assessment is to increase the percentage of All Students, Hispanic, English Language Learners and Economic Disadvantaged subgroups performing at proficiency by 6 percentage points to 59%.

**G3.B1** Student performance data on the 2013 FCAT 2.0 Mathematics indicates that 53% of students met the AMOs. All Students, Hispanic, English Language Learners and Economically Disadvantaged subgroups did not meet the targeted AMOs. Students have difficulty conceptualizing Mathematical skills related to Numbers Operations.

**G3.B1.S1** Students will be provided opportunities to analyze and interpret data on a bar graph, pictograph, frequency table, or line plot to solve problems.

### **Action Step 1**

Students will be able to utilize manipulatives when creating and completing graphs, charts, frequency tables to solve problems.

#### **Person or Persons Responsible**

Classroom teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Observations and student work samples

#### **Facilitator:**

Mathematics Liaison

#### **Participants:**

Mathematics Teachers and Tutors

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

During classroom walkthroughs, team members will be able to observe students using manipulatives to solve equations.

#### **Person or Persons Responsible**

Administration, MTSS/Rtl team members, Mathematics Liaison

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work samples, Class Assessments

### Plan to Monitor Effectiveness of G3.B1.S1

Using the FCIM, team members will review current student assessment data and make recommendations to adjust instruction and/or interventions.

#### Person or Persons Responsible

Administration, MTSS/Rtl and Math Liaison

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Formative: District Interim Assessments, Class Assessments Summative: 2014 FCAT 2.0 Mathematics

**G3.B1.S2** Create computer lab schedules with optimize usage of computers for the implementation of SuccessMaker Math for 75 minutes weekly, per student.

#### Action Step 1

Student will have a minimum of 75 minutes per week utilizing computers/computer labs to access SuccessMaker.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Computer Lab Schedule/usage; SuccessMaker Reports

#### Facilitator:

#### Participants:

### **Plan to Monitor Fidelity of Implementation of G3.B1.S2**

During walkthroughs, team members will monitor the usage of computer, with an emphasis placed on Successmaker.

**Person or Persons Responsible**

Administration, MTSS/Rtl and Math Liaison

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

SuccessMaker Reports

### **Plan to Monitor Effectiveness of G3.B1.S2**

Using the FCIM, the team will review current student assessment data and make recommendations for adjustments to instruction and/or intervention.

**Person or Persons Responsible**

Administratio, MTSS/Rtl and Math Liaison

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Formative: District Interim Assessments, Classroom Assessment and SuccessMaker reports  
Summative: 2014 Mathematics FCAT 2.0

**G3.B2** Student performance data on the 2013 FCAT 2.0 Mathematics Assessment indicate that 36% of students scored at achievement level 3. Further disaggregation of data indicates that grade 3 students demonstrated a deficiency in Reporting Category 1, Numbers: Operations, Problems and Statistics; grade 4 students demonstrated a deficiency in Reporting Category 2 Numbers: Fractions and grade 5 students reporting category 3, Geometry and Measurement. The students' limited access to educational technology hindered student remediation and enrichment.

**G3.B2.S1** Create computer lab schedules with optimize usage of computers for the implementation of SuccessMaker Math for 75 minutes weekly, per student.

**Action Step 1**

Student will have a minimum of 75 minutes per week utilizing computers/computer labs to access SuccessMaker.

**Person or Persons Responsible**

Classroom Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Computer Lab schedule/usage; SuccessMaker Reports

**Facilitator:**

Administration

**Participants:**

Third through Fifth grade teachers; Tutors

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

During classroom walkthroughs, team members will make observations of computer lab usage at the appropriate times.

**Person or Persons Responsible**

Administration, MTSS/Rtl and Math Liaison

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Computer lab schedule; Observations; SuccessMaker reports

## Plan to Monitor Effectiveness of G3.B2.S1

Using the FCIM, team members will review current student assessment data and make recommendations to instruction an/or intervention.

### Person or Persons Responsible

Administration, MTSS/Rtl team members and Math Liaison

### Target Dates or Schedule

Monthly

### Evidence of Completion

Formative Assessments: District Interim Assessment, SuccessMaker Reports, Classroom Assessments Summative: 2014 Mathematics FCAT 2.0

**G3.B3** Student performance data on the 2013 FCAT 2.0 Mathematics Assessment for students scoring at or above Achievement Level 4 indicate that 17% of students scored at achievement level 4 or above. Further disaggregation of data indicate that grade 4 and 5 students demonstrated a deficiency in Reporting Category 3, Geometry and Measurement. The students' limited classroom opportunities to develop exploration and inquiry activities.

**G3.B3.S1** Students will be given enrichment opportunities to utilize inquiry hands-on experiences with grade-level appropriate Geometry and Measurements concepts. In addition, students will apply the use of manipulatives to solve real-life problems.

### Action Step 1

Student will be provided opportunities to solve problems identifying the volume and surface area of prisms.

### Person or Persons Responsible

Math teachers

### Target Dates or Schedule

ongoing

### Evidence of Completion

Student work samples and teacher observations.

### Facilitator:

Administration and Mathematics Liaison

### Participants:

Math Teachers and Tutors

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

During Classroom walkthroughs, team members will review student work folders for Geometry and Measurement assignments

#### **Person or Persons Responsible**

Administration and MTSS/Rtl team members

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Observations, Review student work samples; lesson plans

### **Plan to Monitor Effectiveness of G3.B3.S1**

Using the FCIM, team members will review current student assessment data and make recommendations for adjustments to instruction and/or intervention.

#### **Person or Persons Responsible**

Administration, MTSS/Rtl team members; Mathematics Liaison

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Formative: District Interim Assessments, Classroom Assessments Summative: 2014 Mathematics FCAT 2.0



**G3.B4** Student performance data on the 2013 FCAT 2.0 Mathematics Assessment indicate that the percent of students making learning gains increased by 4 percentage points to 57%.

**G3.B4.S1** Identify the lowest performing students in grades 3-5 based on instructional needs. In addition, provide 45 minute tutoring sessions before or after school 2 times per week.

**Action Step 1**

Student 2013 FCAT 2.0 and district baseline assessment data will be reviewed, students will then be placed in the appropriate tutorial group(s).

**Person or Persons Responsible**

Administration and Math Liaison

**Target Dates or Schedule**

September, 2013 through May, 2014

**Evidence of Completion**

Tutorial attendance roster/logs

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

Student 2013 FCAT 2.0 and district baseline assessment data will be reviewed and students placed into intervention groups based upon identified need.

**Person or Persons Responsible**

Administration and Mathematics Liaison

**Target Dates or Schedule**

Within the first two weeks of opening school; Monthly

**Evidence of Completion**

Intervention groups rosters and progress monitoring data

### Plan to Monitor Effectiveness of G3.B4.S1

Using the FCIM, team members will review Classroom Assessments, SuccessMaker and District Interim Assessments to monitor student programs and make recommendations to adjust interventions.

#### Person or Persons Responsible

Administration, MRSS/Rtl team members and Math Liaison

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Formative: Classroom Assessment; SuccessMaker Reports; District Interim Assessments  
Summative: 2014 FCAT 2.0 Mathematics Assessment

**G3.B5** Student performance data on the 2013 FCAT 2.0 Mathematics Assessment indicate that the percent of students in the lowest quartile making learning gains decreased by 4 percentage points. Students received limited opportunities to participate in small group intervention, as a result affecting learning gains for lowest quartile accountability group.

**G3.B5.S1** Identify the lowest performing students in grades 3-5 based on instructional needs. In addition, provide 45 minute tutoring sessions before or after school 2 times per week.

#### Action Step 1

Student 2013 FCAT 2.0 and district baseline assessment data will be reviewed, students will then be placed in the appropriate tutorial group(s).

#### Person or Persons Responsible

Administration and Math Liaison

#### Target Dates or Schedule

September, 2013 through May, 2014

#### Evidence of Completion

Tutorial attendance rosters/logs

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

Student 2013 FCAT 2.0 and district baseline assessment data will be reviewed and students placed into intervention groups based upon identified need.

#### **Person or Persons Responsible**

Administration and Mathematics Liaison

#### **Target Dates or Schedule**

Within the first two weeks of opening school; Monthly

#### **Evidence of Completion**

Letters offering tutoring; attendance rosters/logs

### **Plan to Monitor Effectiveness of G3.B5.S1**

Using the FCIM, team members will review Classroom Assessments, SuccessMaker and District Interim Assessments to monitor student programs and make recommendations to adjust interventions.

#### **Person or Persons Responsible**

Administration, MTSS/Rtl, Mathematics Liaison

#### **Target Dates or Schedule**

Within the first two weeks of opening school; monthly

#### **Evidence of Completion**

Formative: Class Assessments, District Interim Assessment; SuccessMaker Reports Summative: 2014 FCAT 2.0 Mathematics Assessment

**G4.** Our goal for the 2014 administration of Science FCAT 2.0 is to increase the number of students scoring at or above Level 3 by 6 percentage points to 18%.

**G4.B1** Students participating in the 2013 administration of the FCAT 2.0 Science test scoring at Achievement level 3 indicated a deficiency in Reporting Category 4, Life Science. Students need increased opportunities to be able to identify the functions of the human body, compare life cycles of plants and animals. Identify adaptations in plants and animals that allow them to survive and trace energy through a food chain.

**G4.B1.S1** Students will have opportunities to compare, contrast, interpret, analyze and explain science concepts during hands-on lab activities.

**Action Step 1**

Students will conduct Science labs and/or hands-on follow-up activities and complete a formal lab report summarizing their findings.

**Person or Persons Responsible**

Science departmental teachers

**Target Dates or Schedule**

weekly

**Evidence of Completion**

Student lab reports

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

During classroom walkthroughs, team members will be able to observe lab activities.

**Person or Persons Responsible**

LLT, MTSS/Rtl team members and science departmental teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Observations and Student Lab Reports

### Plan to Monitor Effectiveness of G4.B1.S1

Using the FCIM, team members will review student generated lab reports for the accuracy of charts, graphs and explanations provided in the conclusion paragraph and make recommendations of for additional extensions and/or adjustments to instruction and/or intervention.

#### Person or Persons Responsible

LLT, MTSS/Rtl team members and Science departmental teachers

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Formative: Lab Reports, District Interim Assessments, Class Assessments Summative: 2014 FAT 2.0 Science Assessment

**G4.B1.S2** The use of AIMS, Discovery Education and GIZMOS as supplemental inquiry curriculum will be infused on a weekly basis.

#### Action Step 1

Student will be given the opportunity to incorporate instructional technology resources in the classroom.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Classroom assessments, GIZMOS reports, lesson plans

#### Facilitator:

Administration

#### Participants:

Science and Math teachers

## Action Step 2

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

#### Plan to Monitor Fidelity of Implementation of G4.B1.S2

During classroom walkthrough, team members will review the impact of AIMS, Discovery Education, GIZMOS during student discussions and explanations of science concepts.

### Person or Persons Responsible

LLT, MTSS/Rtl team members and Science teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Observations, Classroom Assessments, Interim Assessments, GIZMOS reports

#### Plan to Monitor Effectiveness of G4.B1.S2

Using the FCIM, Administration and Science Liasion will review student progress and make recommendations for instructional and intervention adjustments.

### Person or Persons Responsible

Administration and Science Liasion

### Target Dates or Schedule

Monthly

### Evidence of Completion

Formative: District Interim Assessment; Classroom Assessment Summative: 2014 FCAT 2.0 Science

**G4.B2** Students participating in the 2013 administration of the FCAT 2.0 Science test scoring at Achievement level 4 indicated a deficiency in Reporting Category 3, Physical Science. Students need increased opportunities to be able to identify the basic forms of energy, identify familiar forces, trace the conversion of electric into other forms of energy and distinguish relationships among mass, force and motion.

**G4.B2.S1** Students will be provided with opportunities to be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy and distinguish relationship among mass.

**Action Step 1**

Students will be given more opportunities to work on rigorous activities, high order questioning strategies that will increase their understanding of concepts within the Physical Science category.

**Person or Persons Responsible**

Science Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom Observations, Student work samples, lesson plans

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

Administration and Science liaison will monitor student activities for concept understanding.

**Person or Persons Responsible**

Administration and Science Liaison

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student work samples, lesson plans

## Plan to Monitor Effectiveness of G4.B2.S1

Using the FCIM, the team will review current student assessment data and make adjustments to instruction.

### Person or Persons Responsible

Administration and Science Liasion

### Target Dates or Schedule

Monthly

### Evidence of Completion

Formative Assessments: District Interim Assessments, Class Assessments Summative Assessments; 2014 Science FCAT 2.0

**G5.** Our goal for the 2013-14 school year is to increase the number of student participating in Project Based Learning in STEM by 5 percentage points to 40%.

**G5.B1** Students had limited opportunities for inquiry based activities.

**G5.B1.S1** Students will be provided with a variety of hands-on inquiry based learning opportunities for students to collect data, create and interpret graphs and charts, analyze, draw appropriate conclusions and apply key instructional concepts that connect mathematics,engineering and technology.

### Action Step 1

Students will be able to participate in field trip opportunities that support STEM concepts

### Person or Persons Responsible

Administration and Science Teachers

### Target Dates or Schedule

ongoing

### Evidence of Completion

Number of activities/field trips students participate.



### **Action Step 2**

The teachers will monitor students ability complete a STEM activity reports independently.

#### **Person or Persons Responsible**

Science Teachers

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

The percentage/number of students successfully completing accurate STEM activity reports and presenting their findings.

### **Action Step 3**

Students will complete STEM based projects.

#### **Person or Persons Responsible**

Science departmental teachers

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

Increase of the percentage of students participating in project based learning activities (i.e. Science Fair).

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

The team will monitor the accuracy of STEM reports

#### **Person or Persons Responsible**

Administrators and science departmental teachers .

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Increase in percentage and number of students able complete and present a STEM report.

## Plan to Monitor Effectiveness of G5.B1.S1

Monitor the percentages of students able complete and present a project based report.

### Person or Persons Responsible

Administrators and science departmental teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

Formative: District Interim Assessments, Classroom Assessment Summative: 2014 2.0 Science FCAT

**G6.** Our goal for the 2013-14 school year is to improve student achievement by decreasing the number of students missing instructional time due absences, suspensions and the number of retained students.

**G6.B1** Student academic development is correlated to student attendance. By monitoring Early Warning Systems, Goulds Elementary will increase student attendance by decreasing the number of students who miss 10% or more of the available instructional time.

**G6.B1.S1** Students who are deemed as developing a pattern of non-attendance will be referred to the Attendance Review committee.

### Action Step 1

Teachers will follow the Attendance Plan outlined in the Goulds Elementary Opening of Schools meetings.

### Person or Persons Responsible

Administration and Guidance Counselor

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Parent contacts resulting in attendance and behavior concerns.

### Facilitator:

Administration

### Participants:

All teachers

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

Monitor student attendance referrals

**Person or Persons Responsible**

Administration and Guidance Counselor

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Improved Student attendance and behavior

### Plan to Monitor Effectiveness of G6.B1.S1

Monitor student attendance referrals.

**Person or Persons Responsible**

Administraton and Guidance Counselor

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Improved student attendance.

**G6.B1.S2** A reward system will be established to recognize students for perfect attendance and outstanding citizenship through “Student of the Month” initiative.

**Action Step 1**

Students will be recognized for attendance and positive behaviors.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Monthly and Quarterly

**Evidence of Completion**

Monthly Recognition of Student of Month, Quarterly Honor Roll Assemblies

### **Plan to Monitor Fidelity of Implementation of G6.B1.S2**

The entire will participate in the recognition of student success.

**Person or Persons Responsible**

Goulds Elementary Faculty and Staff

**Target Dates or Schedule**

Monthly and Quarterly

**Evidence of Completion**

Student of the Month wall updates, Honor Roll ceremony announcements

### **Plan to Monitor Effectiveness of G6.B1.S2**

The celebration of student academic, attendance and behavioral success.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly and Quarterly

**Evidence of Completion**

Increase in the number of students awarded for attendance, academic and behavioral success.

**G6.B2** Student academic development is also correlated to annual promotion. By monitoring Early Warning Systems, Goulds Elementary will monitor the number of students retained in the third grade students.

**G6.B2.S1** Students in third grade will have academic progress monitored throughout the school year. Parents will be invited to participate in academic reviews in order to keep them abreast of student progress with special emphasis placed on reading.

**Action Step 1**

Parents will be contacted on a monthly basis to discuss student academic and behavioral progress. Parents and students will be informed every month along with recommendations for interventions and/or additional support.

**Person or Persons Responsible**

LLT and MTSS/Rtl team members

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Academic Reviews with Parents, Student data chats, Tutorial attendance

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

Using the FCIM, team members will review third grade assessment information and make recommendations about supplemental educational opportunities available and/or adjustments.

**Person or Persons Responsible**

Administration, MTSS/Rtl team members and Third grade teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

District Interim Assessment, Class Assessments, Report Cards, Tutorial attendance rosters, Parental Academic Reviews

## Plan to Monitor Effectiveness of G6.B2.S1

Using the FCIM, team members will review third grade assessment information and make recommendations about supplemental educational opportunities available and/or adjustments.

### Person or Persons Responsible

Administration and MTSS/Rtl team members

### Target Dates or Schedule

Monthly

### Evidence of Completion

Formative: District Interim Assessments, FAIR, SuccessMaker Reports, Class Assessments

Summative: 2014 FCAT 2.0 Reading

**G6.B3** Student academic development is also correlated to positive behaviors. By monitoring Early Warning Systems, Goulds Elementary will decrease the number of students who receive two or more behavioral referrals that lead to suspension.

**G6.B3.S1** Students will be informed of the types of behaviors expected of them during the school day, throughout the school year.

### Action Step 1

Students will review the Elementary Code of Student Conduct with teachers and parents.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

First Week of School

### Evidence of Completion

Lesson Plans, Signed

### Facilitator:

Administration

### Participants:

Teachers

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

Team members will review the disciplinary referrals submitted to administration. Each referral submitted must have been processed by the counselor for behavior intervention strategies.

#### **Person or Persons Responsible**

Administration and MTSS/Rtl team members

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Reduction in the number of suspensions.

### **Plan to Monitor Effectiveness of G6.B3.S1**

Team members will review the disciplinary referrals submitted to administration. Each referral submitted must have been processed by the counselor for behavior intervention strategies.

#### **Person or Persons Responsible**

Administration and MTSS/Rtl team members

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Reduction in the number of suspensions.

## 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

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

#### Title I, Part C- Migrant

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

#### Title I, Part D

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

#### Title II

Goulds Elementary benefits from District use of supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL

training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

#### Title III

Schools are to review the services provided with Title III funds and select from the items listed below for



inclusion in the response. Please select services that are applicable to your school.

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

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

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

Title VI, Part B - NA

Title X- Homeless

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

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy

of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.

- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

#### Nutrition Programs

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

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

3) 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 – N/A

Adult Education– N/A

Career and Technical Education– N/A

Job Training– N/A

#### Other

Goulds Elementary receives service from Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.

- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.

- HCiOS enhances the health education activities provided by the schools and by the health department.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

#### HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.

- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.

- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.

- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

#### Miami Lighthouse / Heiken Children's Vision Program

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

## 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 goal for the 2014 administration of the Reading FCAT 2.0 is to increase the percentage All, Hispanic, Students with Disabilities and Economically Disadvantaged student subgroups performing at proficiency by 11 percentage points to 51%.

**G1.B2** Student performance data from the 2013 FCAT 2.0 Reading Assessment indicated that 25% of students scored at Achievement Level 3. Further disaggregation of data identified a deficiency in Reporting Category 1, Vocabulary. Due to limited recreational reading, Students lack the vocabulary and prior knowledge necessary to be successful readers.

**G1.B2.S1** During pre-reading activities, students will utilize concept maps and word walls to help build their knowledge of word meanings and relationships. In addition student will actively participate in the Accelerated Reader Program to build fluency and vocabulary.

### PD Opportunity 1

Teachers will monitor student progress in the Accelerated Reader Program.

#### Facilitator

#### Participants

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Accelerated Reader Reports

## PD Opportunity 2

Teachers will use CRISS strategies to have students create their personal word wall using graphic organizers.

### Facilitator

Reading Coach

### Participants

Kindergarten through Fifth grade teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

Students' work samples.

**G2.** Our goal for the 2013-14 school year is to increase student Writing proficiency, at 3.5 or above, on the Writing Florida Comprehensive Assessment Test (FCAT) 2.0 by one percentage points to 87%.

**G2.B1** Students require increased exposure to literary devices such as metaphors, similes, personification.

**G2.B1.S1** Have students write using a variety of expressive forms (e.g. chapter books, short stories, poetry, skits, song lyrics) by: collecting, reading, and noticing the author's craft such as form, patterns, rhythm, crafting techniques, creating lists of sensory words, rhyming words, words with multiple meanings, idioms, surprising language, words with high impact similes, alliteration, and chants with (expression) to assist in writing.

## PD Opportunity 1

Students will practice peer editing and revision strategies using a writing rubric .

### Facilitator

Administrators and Reading Coach

### Participants

Writing Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Observations and writing samples

**G3.** Our goal for the 2014 administration of the FCAT 2.0 Mathematics Assessment is to increase the percentage of All Students, Hispanic, English Language Learners and Economic Disadvantaged subgroups performing at proficiency by 6 percentage points to 59%.

**G3.B1** Student performance data on the 2013 FCAT 2.0 Mathematics indicates that 53% of students met the AMOs. All Students, Hispanic, English Language Learners and Economically Disadvantaged subgroups did not meet the targeted AMOs. Students have difficulty conceptualizing Mathematical skills related to Numbers Operations.

**G3.B1.S1** Students will be provided opportunities to analyze and interpret data on a bar graph, pictograph, frequency table, or line plot to solve problems.

#### **PD Opportunity 1**

Students will be able to utilize manipulatives when creating and completing graphs, charts, frequency tables to solve problems.

##### **Facilitator**

Mathematics Liaison

##### **Participants**

Mathematics Teachers and Tutors

##### **Target Dates or Schedule**

Ongoing

##### **Evidence of Completion**

Observations and student work samples

**G3.B1.S2** Create computer lab schedules with optimize usage of computers for the implementation of SuccessMaker Math for 75 minutes weekly, per student.

#### **PD Opportunity 1**

Student will have a minimum of 75 minutes per week utilizing computers/computer labs to access SuccessMaker.

##### **Facilitator**

##### **Participants**

##### **Target Dates or Schedule**

Ongoing

##### **Evidence of Completion**

Computer Lab Schedule/usage; SuccessMaker Reports

**G3.B2** Student performance data on the 2013 FCAT 2.0 Mathematics Assessment indicate that 36% of students scored at achievement level 3. Further disaggregation of data indicates that grade 3 students demonstrated a deficiency in Reporting Category 1, Numbers: Operations, Problems and Statistics; grade 4 students demonstrated a deficiency in Reporting Category 2 Numbers: Fractions and grade 5 students reporting category 3, Geometry and Measurement. The students' limited access to educational technology hindered student remediation and enrichment.

**G3.B2.S1** Create computer lab schedules with optimize usage of computers for the implementation of SuccessMaker Math for 75 minutes weekly, per student.

### **PD Opportunity 1**

Student will have a minimum of 75 minutes per week utilizing computers/computer labs to access SuccessMaker.

#### **Facilitator**

Administration

#### **Participants**

Third through Fifth grade teachers; Tutors

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Computer Lab schedule/usage; SuccessMaker Reports

**G3.B3** Student performance data on the 2013 FCAT 2.0 Mathematics Assessment for students scoring at or above Achievement Level 4 indicate that 17% of students scored at achievement level 4 or above. Further disaggregation of data indicate that grade 4 and 5 students demonstrated a deficiency in Reporting Category 3, Geometry and Measurement. The students' limited classroom opportunities to develop exploration and inquiry activities.

**G3.B3.S1** Students will be given enrichment opportunities to utilize inquiry hands-on experiences with grade-level appropriate Geometry and Measurements concepts. In addition, students will apply the use of manipulatives to solve real-life problems.

### **PD Opportunity 1**

Student will be provided opportunities to solve problems identifying the volume and surface area of prisms.

#### **Facilitator**

Administration and Mathematics Liaison

#### **Participants**

Math Teachers and Tutors

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

Student work samples and teacher observations.

**G4.** Our goal for the 2014 administration of Science FCAT 2.0 is to increase the number of students scoring at or above Level 3 by 6 percentage points to 18%.

**G4.B1** Students participating in the 2013 administration of the FCAT 2.0 Science test scoring at Achievement level 3 indicated a deficiency in Reporting Category 4, Life Science. Students need increased opportunities to be able to identify the functions of the human body, compare life cycles of plants and animals. Identify adaptations in plants and animals that allow them to survive and trace energy through a food chain.

**G4.B1.S2** The use of AIMS, Discovery Education and GIZMOS as supplemental inquiry curriculum will be infused on a weekly basis.

### **PD Opportunity 1**

Student will be given the opportunity to incorporate instructional technology resources in the classroom.

#### **Facilitator**

Administration

#### **Participants**

Science and Math teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Classroom assessments, GIZMOS reports, lesson plans



**G6.** Our goal for the 2013-14 school year is to improve student achievement by decreasing the number of students missing instructional time due absences, suspensions and the number of retained students.

**G6.B1** Student academic development is correlated to student attendance. By monitoring Early Warning Systems, Goulds Elementary will increase student attendance by decreasing the number of students who miss 10% or more of the available instructional time.

**G6.B1.S1** Students who are deemed as developing a pattern of non-attendance will be referred to the Attendance Review committee.

### **PD Opportunity 1**

Teachers will follow the Attendance Plan outlined in the Goulds Elementary Opening of Schools meetings.

#### **Facilitator**

Administration

#### **Participants**

All teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Parent contacts resulting in attendance and behavior concerns.

**G6.B3** Student academic development is also correlated to positive behaviors. By monitoring Early Warning Systems, Goulds Elementary will decrease the number of students who receive two or more behavioral referrals that lead to suspension.

**G6.B3.S1** Students will be informed of the types of behaviors expected of them during the school day, throughout the school year.

**PD Opportunity 1**

Students will review the Elementary Code of Student Conduct with teachers and parents.

**Facilitator**

Administration

**Participants**

Teachers

**Target Dates or Schedule**

First Week of School

**Evidence of Completion**

Lesson Plans, Signed

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Our goal for the 2014 administration of the Reading FCAT 2.0 is to increase the percentage All, Hispanic, Students with Disabilities and Economically Disadvantaged student subgroups performing at proficiency by 11 percentage points to 51%.	\$300
G6.	Our goal for the 2013-14 school year is to improve student achievement by decreasing the number of students missing instructional time due absences, suspensions and the number of retained students.	\$500
Total		\$800

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
EESAC		\$500
SBBS		\$300
Total		\$800

### Budget Details

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

**G1.** Our goal for the 2014 administration of the Reading FCAT 2.0 is to increase the percentage All, Hispanic, Students with Disabilities and Economically Disadvantaged student subgroups performing at proficiency by 11 percentage points to 51%.

**G1.B2** Student performance data from the 2013 FCAT 2.0 Reading Assessment indicated that 25% of students scored at Achievement Level 3. Further disaggregation of data identified a deficiency in Reporting Category 1, Vocabulary. Due to limited recreational reading, Students lack the vocabulary and prior knowledge necessary to be successful readers.

**G1.B2.S1** During pre-reading activities, students will utilize concept maps and word walls to help build their knowledge of word meanings and relationships. In addition student will actively participate in the Accelerated Reader Program to build fluency and vocabulary.

### **Action Step 2**

Teachers will use CRISS strategies to have students create their personal word wall using graphic organizers.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Instructional Staff materials

#### **Funding Source**

SBBS

#### **Amount Needed**

\$300

**G6.** Our goal for the 2013-14 school year is to improve student achievement by decreasing the number of students missing instructional time due absences, suspensions and the number of retained students.

**G6.B1** Student academic development is correlated to student attendance. By monitoring Early Warning Systems, Goulds Elementary will increase student attendance by decreasing the number of students who miss 10% or more of the available instructional time.

**G6.B1.S2** A reward system will be established to recognize students for perfect attendance and outstanding citizenship through "Student of the Month" initiative.

**Action Step 1**

Students will be recognized for attendance and positive behaviors.

**Resource Type**

Evidence-Based Program

**Resource**

Variety of Student Incentives

**Funding Source**

EESAC

**Amount Needed**

\$500