



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Dr. Manuel C. Barreiro Elementary School

5125 SW 162ND AVE

Miami, FL 33185

305-229-4800

<http://mcbe.dadeschools.net>

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 65%
Alternative/ESE Center No	Charter School No	Minority Rate 96%

School Grades History

2013-14 A	2012-13 B	2011-12 A	2010-11 B	2009-10 A
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Dr. Manuel C. Barreiro Elementary School

Principal

Patricia Garcia M

School Advisory Council chair

Yvette Rodriguez

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

Name	Title
Patricia Garcia	Principal
Isel Ares	Assistant Principal
Yvette Rodriguez	SAC Chair/ELL Teacher
Alina Alpizar	Media Specialist/Teacher
Jeannile Ley	Teacher
Alissa Avila	Teacher
Ivette Aparicio	Teacher/PTO
Judith Garcia	UTD
Dulce Castro	Educational Support
Diane Rivero	Parent
Racquel Diaz	Parent
Katushka Regueiro	Parent
Armando Mato	Parent
Lourdes Cortez	Parent
Maria Navas	Business/Community Representative
Daniel Navas	Business/Community Representative
Eduardo Barea	Business/Community Representative

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

The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. These include: Principal-1, UTD Steward-1, Teachers-5, Education Support-1, Parents-5, Business Community Representative-3
The majority of SAC members are not employed by the school district.

Involvement of the SAC in the development of the SIP

The School Advisory Council (SAC) meets to review and revise school reports in order to assist in analyzing data for the School Improvement Plan. Members meet to discuss barriers to the achievement of our students and work collaboratively to create goals and strategies for the School Improvement Plan.

Activities of the SAC for the upcoming school year

The School Advisory Council (SAC) committee will convene on a quarterly basis and address the following topics: professional development, instructional materials, instructional technology, student support services, discipline and safety concerns and resource allocation. Most importantly, the SAC will review the status of the implementation of the School Improvement Plan. The SAC will receive reports on the status of the implementation of the School Improvement Plan. Each staff member and SAC member will also receive a copy of the School Improvement Plan in an effort to ensure high quality education for all our students and that all of the goals , objectives and strategies are met and/or implemented. Meetings will be conducted throughout the school year as designated in the by laws established at Dr. Manuel C. Barreiro Elementary School. Meeting minutes and updates will be uploaded as mandated.

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

Purchase supplemental materials to enhance student achievement, such as STARS and Wordly Wise.
Supplemental Materials: \$3500.00

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:

Patricia Garcia M

Principal

Years as Administrator: 15

Years at Current School: 5

Credentials

Elementary Education
 Primary Education
 School Leadership

Performance Record

2013 – School Grade B
 Rdg. Proficiency, 73%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 59 points
 Rdg. Imp. of Lowest 25% -
 73 points
 Math Imp. of Lowest 25% -
 59 points
 Rdg. AMO –75
 Math AMO–77
 2012 –School Grade A
 Rdg. Proficiency, 73%
 Math Proficiency, 75%
 Rdg. Lrg. Gains, 77 points
 Math Lrg. Gains, 73 points
 Rdg. Imp. of Lowest 25% -
 83 points
 Math Imp. of Lowest 25% -
 79 points
 Rdg. AMO –72
 Math AMO–74
 2011-School Grade B
 High Standards Rdg-82
 High Standards Math-85
 Learning Gains Rdg-63
 Learning Gains Math-65
 Gains-R-25-47
 Gains-M-25-70
 2010-School Grade A
 High Standards Rdg-82
 High Standards Math-84
 Learning Gains Rdg-67
 Learning Gains Math-74
 Gains-R-25-58
 Gains-M-25-68
 2009-School Grade A
 High Standards Rdg-83
 High Standards Math-85
 Learning Gains Rdg-76
 Learning Gains Math-59
 Gains-R-25-70
 Gains-M-25-68

Isel Ares

Asst Principal

Years as Administrator: 4

Years at Current School: 4

Credentials

Educational Leadership
Physical Education

Performance Record

2013 – School Grade B
Rdg. Proficiency, 73%
Math Proficiency, 69%
Rdg. Lrg. Gains, 69 points
Math Lrg. Gains, 59 points
Rdg. Imp. of Lowest 25% -
73 points
Math Imp. of Lowest 25% -
59 points
Rdg. AMO –75
Math AMO–77
2012 –School Grade A
Rdg. Proficiency, 73%
Math Proficiency, 75%
Rdg. Lrg. Gains, 77 points
Math Lrg. Gains, 73 points
Rdg. Imp. of Lowest 25% -
83 points
Math Imp. of Lowest 25% -
79 points
Rdg. AMO –72
Math AMO–74
2011-School Grade B
High Standards Rdg-82
High Standards Math-85
Learning Gains Rdg-63
Learning Gains Math-65
Gains-R-25-47
Gains-M-25-70
2010-School Grade A
High Standards Rdg-82
High Standards Math-84
Learning Gains Rdg-67
Learning Gains Math-74
Gains-R-25-58
Gains-M-25-68
2009-School Grade A
High Standards Rdg-81
High Standards Math-84
Learning Gains Rdg-73
Learning Gains Math-89
Gains-R-25-73
Gains-M-25-89

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

54

receiving effective rating or higher

54, 100%

Highly Qualified Teachers

74%

certified in-field

54, 100%

ESOL endorsed

39, 72%

reading endorsed

4, 7%

with advanced degrees

30, 56%

National Board Certified

3, 6%

first-year teachers

0, 0%

with 1-5 years of experience

0, 0%

with 6-14 years of experience

35, 65%

with 15 or more years of experience

19, 35%

Education Paraprofessionals

of paraprofessionals

1

Highly Qualified

1, 100%

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

1. Provide professional development to teachers in identified areas of need and include time for teachers to implement what they have learned (Professional Development Liaison).
2. Implement Professional Learning Communities in which teachers share best practices, interpret data and accommodate students' learning needs (Grade Level Chairpersons).
3. Implement collaborative planning where upon teachers plan lessons and teacher made assessments; examine student work; examine teacher work; and plan, use and evaluate instructional practices (Assistant Principal).

Teacher Mentoring Program/Plan

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

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

Dr. Manuel C. Barreiro Elementary will pair teachers based on their professional development needs. Mentoring activities will include sessions to review student data and identify student needs to plan for effective instruction and plan for the implementation of Differentiated Instruction. Dr. Manuel C. Barreiro Elementary School will continue the partnership with the Ready Schools Program which offers full funding for teachers obtaining graduate degrees. Dr. Manuel C. Barreiro Elementary will include mentors with rich and successful backgrounds in teaching and successful in attaining student achievement and will motivate teachers to participate in various leadership opportunities throughout the school community.

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

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

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

The school-based MTSS/RtI Leadership team meets on a monthly basis to monitor the progress of students, review assessment data and progress monitoring data at the grade level and classroom level. The MTSS/RtI Leadership Team will identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk; will assess the need for professional development to enhance instruction that targets specific deficient benchmarks and provide technical assistance and support for the progress of RTI implementation. The MTSS/RtI Leadership Team will provide a forum for input from the staff regarding instructional approaches and solutions to teaching challenges.

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

Dr. Manuel C. Barreiro Elementary School's MTSS/RtI Leadership Team will consist of the Principal, Assistant Principal, counselor, grade-level chairpersons, English Language Learner teacher and school psychologist. Principal and Assistant Principal ensure the vision and mission is aligned with school and district initiatives, set the purpose for the use of data to make decisions regarding MTSS/RtI, maintain

stakeholders informed of current MTSS/RtI implementation plans as well as providing documentation that support progress toward goals, monitor the fidelity of interventions implemented by the school-based team and provide ongoing staff development based on data trends compiled from student performance indicators.

Grade level chairpersons share information with teams based on student performance data compiled from their respective grade levels, report on core curriculum practices as well as efficiency of interventions and communicate with grade level colleagues.

MTSS Leadership team and Literacy Leadership Team members assist in the data collection, provides vital information about curriculum, models lessons for teachers in areas of Reading, provides professional development related to reading strategies, and assists with the design and implementation for progress monitoring of students considered "at risk".

English Language Learner Teachers participate in student data collection, integrate core instructional activities/materials and collaborate with general education teachers through such activities as co-teaching.

Special Education Teachers participate in student data collection, integrate core instructional activities/materials and collaborate with general education teachers through such activities as co-teaching and consultation.

Student Services Team provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success.

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

The school based MTSS/RtI Leadership Team will gather data for the deficient academic areas and specific clusters and social/emotional areas that need to be addressed. The MTSS/RtI Leadership Team helps set clear expectations for instruction and facilitates the development of a systemic approach to teaching. Delivery of instruction and intervention will be monitored with fidelity by the MTSS/RtI Leadership Team.

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

At Dr. Manuel C. Barreiro Elementary, the MTSS/RtI Leadership Team will utilize information from all sources of data to guide decisions and policies for all students to adjust instructional strategies and focus; adjust behavior management strategies; target professional development; and adjust resources to maximize the potential of all team members.

Academic:

District Baseline Assessment

Progress Monitoring and Reporting Network (PMRN)—Progress Monitoring

Florida Comprehensive Achievement Test (FCAT)

Florida Assessments for Instruction in Reading (FAIR)

District Interim Assessments

Early Childhood Observation System (ECHOS)

Comprehensive English Language Learning Assessment (CELLA)

End of the Year Assessments

Stanford Achievement Test (SAT)

McGraw-Hill Wonders Reading series assessments

Successmaker for Tier II Intervention

Behavior:

Functional Assessment of Behavior (FAB)

Behavior Intervention Plan (BIP)

Student Case Management System (SCMS)
Attendance Reports
School Counselor Support Services and Small Group Counseling
Parent Conferences
Student Incentive Programs

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

Dr. Manuel C. Barreiro will provide professional development through Professional Learning Communities and will be on-going throughout the school year. The MTSS/RtI Leadership Team will also establish additional professional development sessions according to analyzed data and staff needs. Administration, teachers, and support staff will be trained on RtI using the RtI Training Module online, available through MDCPS professional development system and the District RtI support team.

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: 3,600

The implementation of Targeted Reading Instruction will be offered for English Language Learners who do not receive interventions throughout the school day. The supplemental program serves as intervention and enrichment program.

Strategy Purpose(s)

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

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

Data is collected by the teachers on a monthly basis and reviewed to ensure progress is being demonstrated for each student. Acceptable strategy effectiveness is demonstrated as students show gains from their initial placement level at the start of the program.

Who is responsible for monitoring implementation of this strategy?

Administration
ELL and SWD Chairperson
Literacy Leadership Team

Literacy Leadership Team (LLT)

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

Name	Title
Patricia Garcia	Principal
Isel Ares	Assistant Principal
Yvette Rodriguez	ELL Teacher
Geraldine Gordon	Grade Level Chairperson
Jeannile Ley	Grade Level Chairperson
Kathy Rodriguez	Grade Level Chairperson
Gilate Schwartz	Grade Level Chairperson
Delilah Mejia	Grade Level Chairperson
Rebecca Gonzalez	Grade Level Chairperson
Alina Alpizar	Media Specialist

How the school-based LLT functions

Administrators will lead a literacy leadership team and develop a school literacy plan across all content areas, analyze, organize and disseminate student data and support teachers in making instructional changes to improve literacy. The LLT will work collaboratively to ensure improvements in student achievement and professional learning. Instruction will be monitored in order to provide feedback to teachers. Grade level chairpersons and teachers share information based on student performance data compiled from their respective grade levels, report on core curriculum practices as well as efficiency of interventions and communicate with the Literacy Leadership Team. In addition, grade level chairpersons will use appropriate assessments to guide practice and participate in professional development. LLT members assist in the data collection, provides vital information about curriculum, models lessons for teachers in areas of Reading, provides professional development related to reading strategies, and assist with the design and implementation for progress monitoring of students considered “at risk”. The Media Specialist will order appropriate materials, provide accessibility to students to help select age-appropriate or reading level materials to students.

Major initiatives of the LLT

The major initiatives will be the ability to communicate vertically throughout the grade levels for planning, progress monitoring, and data analysis and collection purposes. The team will be able to discuss effective strategies, meaningful lessons, identify areas of strengths and weaknesses, set up an effective school-wide literacy plan, and to determine the implementation of appropriate intervention programs as well as providing enrichment literacy based activities to maintain and increase academic achievement.

Preschool Transition

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

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

Dr. Manuel C. Barreiro Elementary School holds a Kindergarten orientation the week before school starts. This orientation will be held on Wednesday, August 14, 2013. The purpose of this meeting is to provide parents with useful tips of the social and academic expectations for their children to be successful with the pre-school transition in August. Academic benchmarks for the first nine weeks of school are distributed, as well as literature on helping early learners to become independent. Additionally, parents and students meet with teachers and visit the classroom to ease possible student anxiety for the first day of school.

At Dr. Manuel C. Barreiro Elementary School, all incoming Kindergarten students are assessed in order to ascertain individual and group needs for intervention programs. All students will be assessed using the Florida Readiness Screener (FLKRS) and Florida Assessment Inventory for Readiness (FAIR) in order to assess student readiness rates.

All data will be collected and analyzed so teachers may use to plan instruction and implement intervention strategies for those students who are identified as needing assistance.

During the last quarter of the school year, Dr. Manuel C. Barreiro Elementary School will coordinate a site visit with feeding Voluntary Pre-Kindergarten programs in order to provide the future Kindergarten students with a glimpse of a Kindergarten curriculum and schedule.

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	72%	73%	Yes	75%
American Indian				
Asian	93%	89%	No	93%
Black/African American				
Hispanic	70%	71%	Yes	73%
White	72%	81%	Yes	75%
English language learners	59%	55%	No	63%
Students with disabilities	46%	24%	No	51%
Economically disadvantaged	67%	66%	No	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	125	27%	30%
Students scoring at or above Achievement Level 4	203	44%	45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		69%	72%
Students in lowest 25% making learning gains (FCAT 2.0)		73%	76%

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)	169	64%	68%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	85	32%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	73	27%	34%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	80	48%	53%
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	74%	69%	No	77%
American Indian				
Asian	93%	89%	No	93%
Black/African American				
Hispanic	73%	67%	No	75%
White	84%	81%	Yes	86%
English language learners	67%	54%	No	70%
Students with disabilities	52%	29%	No	57%
Economically disadvantaged	69%	62%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	129	28%	34%
Students scoring at or above Achievement Level 4	184	40%	43%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		69%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		59%	63%

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	44	27%	30%
Students scoring at or above Achievement Level 4	51	31%	32%

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)	7		8
Participation in STEM-related experiences provided for students	160	97%	98%

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	64	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	13	2%	1%
Students who are not proficient in reading by third grade	26	20%	18%
Students who receive two or more behavior referrals	22	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Our goal for the 2013-2014 school year is to increase the percentage of parents participating in school wide activities by providing workshops/meetings/school mailings in native languages so that parents can assist students at home.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
The percent of parents participating in school wide activities	206	25%	28%

Goals Summary

- G1.** The results of the 2013 FCAT 2.0 Reading Assessment indicate that 72% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 75%.
- G2.** The results of the 2013 FCAT 2.0 Writing Test indicate that 48% of students achieved a score of 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students achieving 3.5 by 1%.
- G3.** The results of the 2013 FCAT 2.0 Math Assessment indicate that 69% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase all students' proficiency by 8 points to 77%.
- G4.** The results of the 2013 FCAT Science Test indicate that 58% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency on the Science FCAT by 3 percentage points to 61%.
- G5.** Our goal for the 2013-2014 school year is to increase STEM related activities by 1 and student participation in STEM related activities by 1 percentage point.
- G6.** The goal for the 2013-2014 school year is to reduce the percentage of students missing instructional time due to attendance and/or suspension by one percent and provide opportunities for intervention.
- G7.** Our goal for the 2013-2014 school year is to increase the percentage of parents participating in school wide activities by providing workshops/meetings/school mailings in native languages so that parents can assist students at home.

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading Assessment indicate that 72% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 75%.

Targets Supported

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

Resources Available to Support the Goal

- Curriculum- Mcgraw-Hill Reading Series
- Technology - Riverdeep, Success Maker, Reading Plus, Accelerated Reader
- Instruction - Graphic organizers

Targeted Barriers to Achieving the Goal

- The results from the 2013 FCAT 2.0 Reading indicate 89% of students in the Asian subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the Asian subgroup making satisfactory progress to 93%.
- The results from the 2013 FCAT 2.0 Reading indicate 55% of students in the ELL subgroup are making satisfactory progress. The students demonstrate a weakness in the ability to read and comprehend on grade level text. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the ELL subgroup making satisfactory progress to 70%.
- The results from the 2013 FCAT 2.0 Reading indicate 24% of students in the SWD subgroup are making satisfactory progress. The students demonstrate a weakness in the ability to read and comprehend on grade level text. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the SWD subgroup making satisfactory progress to 51%.
- The results from the 2013 FCAT 2.0 Reading indicate 66% of students in the ED subgroup are making satisfactory progress. The students demonstrate a weakness in comprehending complex vocabulary due to limited English language proficiency. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the ED subgroup making satisfactory progress to 63%.
- The results from the 2013 FCAT 2.0 Reading indicate 27% of students scored a Level 3. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Assessment for level 3 (proficiency) students is Reporting Category 4: Informational Text/ Research. Students experienced difficulty in interpreting graphical information (text features) e.g., graphics, legends, illustrations, diagrams, charts, and keys. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 3 to 29%.
- The results from the 2013 FCAT 2.0 Reading indicate 44% of students scored a Level 4 and 5. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Assessment for level 4 and 5 students is Reporting Category 2: Reading Application. Students experienced difficulty in applying necessary skills to fully comprehend the main idea and summary of fiction or non-fictional text. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 4 and 5 to 45%.
- The results from the 2013 FCAT 2.0 Reading indicate 69% of students made learning gains. The percentage of students making learning gains decreased by 10 percentage points. Due to limited practice in applying informational text, the percentage of students making reading learning gains decreased by 8 percentage points. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains to 72%.

- The results from the 2013 FCAT 2.0 Reading indicate 73% of the students in the Lowest 25% made learning gains. The number of students in the Lowest 25% making learning gains decreased by 10 percentage points. Students did not demonstrate a year's academic growth in the assigned interventions. Our goal for the 2013-2014 school year is to increase the percentage of students in the Lowest 25% making learning gains to 76%.
- The results of the 2013 CELLA Listening/Speaking portion indicate that 64% of students achieved proficiency. The students demonstrate a lack of dominance in the English language. Our goal for the 2013-2014 school year is to increase the number of students achieving proficiency to 68%.
- The results of the 2013 CELLA Reading portion indicate that 32% of students achieved proficiency. The students demonstrate a lack of fluency and reading comprehension. Students struggle with the use of complex grammar and vocabulary which hinder students from grasping meaning in reading. Our goal for the 2013-2014 school year is to increase the number of students achieving proficiency to 39%.
- The results of the 2013 CELLA Writing portion indicate that 27% of students achieved proficiency. The students struggle to use complex grammar and vocabulary to make their writing more sophisticated. Our goal for the 2013-2014 school year is to increase the number of students achieving proficiency to 34%.

Plan to Monitor Progress Toward the Goal

Analyze data from McGraw-Hill Wonderworks assessments, FAIR and Interim Assessments to monitor students' proficiencies.

Person or Persons Responsible

Administration and School Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

FAIR and District Interim Assessment Data Scores and Reports for proficiency scores

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 48% of students achieved a score of 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students achieving 3.5 by 1%.

Targets Supported

- Writing

Resources Available to Support the Goal

- School Personnel
- Writing Conference Logs, Anchor Papers, Calibration Guides, Graphic Organizers and Planners, Reading and Writing Journals

Targeted Barriers to Achieving the Goal

- Students experienced difficulty in writing narrative accounts with an engaging plot and range of appropriate and specific narrative actions.

Plan to Monitor Progress Toward the Goal

Create relevant writing prompts that correlate to the curriculum. Student writing samples will be used to determine progress.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student Work Samples 2014 FCAT 2.0 Writing Assessment

G3. The results of the 2013 FCAT 2.0 Math Assessment indicate that 69% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase all students' proficiency by 8 points to 77%.

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

- Thinkcentral on-line resources
- Gizmos
- Reflex Math
- Success Maker
- FCAT Explorer
- Riverdeep

Targeted Barriers to Achieving the Goal

- Results of the 2013 Mathematics FCAT 2.0 indicate that 54% of students in the ELL subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to increase the number of students in the ELL subgroup making satisfactory progress to 70%. ELL students required additional realia, visuals and vocabulary development in order to relate fractions, decimals and percents, meaningfully.
- Results of the 2013 Mathematics FCAT 2.0 indicate that 29% of students in the Students with Disabilities (SWD) subgroup are making satisfactory gains. Our goal for the 2013-2014 school year is to increase the number of students in the SWD subgroup making satisfactory progress to 57%. SWD students lacked the necessary hands-on experience with concrete materials to make the connection between fractions, decimals and percents.
- Results of the 2013 Mathematics FCAT 2.0 indicate that 62% of students in the ED subgroup are making satisfactory gains. Our goal for the 2013-2014 school year is to increase the number of students in the ED subgroup making satisfactory progress to 72%. Students identified as ED needed additional structured opportunities to manipulate concrete materials, as well as opportunities to verify the reasonableness of their solutions.
- Results of the 2013 Mathematics FCAT 2.0 indicate that 89% of students in the Asian subgroup and 67% of students in the Hispanic subgroups are making satisfactory gains. Our goal for the 2013-2014 school year is to increase the number of students in the Asian subgroup making satisfactory progress to 93% and in the Hispanic subgroup making satisfactory progress to 75%. Hispanic and Asian students require additional opportunities to manipulate realia, to observe visuals, and to develop vocabulary, in order to develop meaningful insights into fractions, decimals, and percents.
- Results of the 2013 Mathematics FCAT 2.0 indicate that 28 % of students scored a Level 3. Our goal for the 2013-2014 school year is to increase the number of students scoring Level 3 to 30%. One area of deficiency as noted on the 2013 administration of the FCAT 2.0 is the Reporting Category - Number: Base Ten and Fractions. Students demonstrated a lack of mathematical fluency and problem solving proficiency relating decimals, fractions and percents.

Plan to Monitor Progress Toward the Goal

Interim assessment data will show an increase in student performance.

Person or Persons Responsible

Administration and School Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Interim Assessment Reports

G4. The results of the 2013 FCAT Science Test indicate that 58% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency on the Science FCAT by 3 percentage points to 61%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- GIZMOS
- AIMS
- Brainpop
- FCAT Explorer
- FCAT Item Specifications

Targeted Barriers to Achieving the Goal

- The area of deficiency as evidenced on the 2013 administration of the FCAT Science Test was the reporting category of Physical Science (63% proficiency). Level 3 students need additional exposure to instructional strategies and activities that incorporate multi-media demonstrations, inquiry based learning, lab demonstrations, and hands-on activities.
- The area of deficiency as evidenced on the 2013 administration of the FCAT Science Test was the reporting category of Physical Science (63% proficiency). Level 4-5 students need enrichment activities as well as additional real world examples and connections to physical science concepts.

Plan to Monitor Progress Toward the Goal

Conduct quarterly meetings to discuss data and monitor student progress. Obtain teacher feedback to gauge student progress, adjust instruction, and develop additional strategies as needed.

Person or Persons Responsible

School leadership team.

Target Dates or Schedule:

Quarterly, ongoing

Evidence of Completion:

Increased proficiency on classroom and interim assessments as well as the 2014 2.0 Science FCAT

G5. Our goal for the 2013-2014 school year is to increase STEM related activities by 1 and student participation in STEM related activities by 1 percentage point.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Lab equipment
- AIMS
- Science Liason

Targeted Barriers to Achieving the Goal

- One of the areas of deficiency as noted on the 2013 administration of FCAT 2.0 Science Assessment is reporting category of Physical Science which ties into STEM.

Plan to Monitor Progress Toward the Goal

Teachers and students will debrief after their Science Fair.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Minutes and science fair reports.

G6. The goal for the 2013-2014 school year is to reduce the percentage of students missing instructional time due to attendance and/or suspension by one percent and provide opportunities for intervention.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Administration Counselor Attendance incentives Behavior incentives

Targeted Barriers to Achieving the Goal

- There continues to be a need to provide families with healthcare options in order to reduce the number of student absences/tardies and a need to provide parents reinforcement and guidelines of attendance policies through Connect-Ed, school website and parent meetings with teachers.
- Incidents leading to Code of Student Conduct infractions usually occur during transitional times of the day when students move to and from special classes, lunch and dismissal. Classroom discipline plans and procedures need to continue to be enforced during transitional and lunch times.

Plan to Monitor Progress Toward the Goal

Assistant principal and counselor will analyze COGNOS Attendance Report monthly to identify students with excessive absences and tardies.

Person or Persons Responsible

Assistant Principal Counselor

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Cognos Attendance Reports

G7. Our goal for the 2013-2014 school year is to increase the percentage of parents participating in school wide activities by providing workshops/meetings/school mailings in native languages so that parents can assist students at home.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Administration Parent Resource Center Parent Information Meetings School Website

Targeted Barriers to Achieving the Goal

- Parents have limited knowledge and understanding of available resources and materials due to limited English proficiency.

Plan to Monitor Progress Toward the Goal

Review sign-in sheets to determine the number of parents attending parent meetings and workshops.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Sign-in sheets

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 FCAT 2.0 Reading Assessment indicate that 72% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 75%.

G1.B1 The results from the 2013 FCAT 2.0 Reading indicate 89% of students in the Asian subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the Asian subgroup making satisfactory progress to 93%.

G1.B1.S1 Through the continuation of the use of Differentiated Instruction, the students will actively participate in the Success Maker program.

Action Step 1

The students will continuously participate in the Success Maker program daily.

Person or Persons Responsible

Classroom Teacher, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Success Maker reports, District Reading Interim Assessments results via EduSoft, 2014 FCAT 2.0 Reading Assessment results

Facilitator:

Success Maker Representative, Classroom Teachers

Participants:

Classroom Teacher, Administration

Action Step 2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

The students will continuously participate in the Success Maker program.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Success Maker reports, District Reading Interim Assessment Results via EduSoft, 2014 FCAT 2.0 Reading Assessments results

Plan to Monitor Effectiveness of G1.B1.S1

The students will continuously participate in the Success Maker program.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Success Maker reports, District Reading Interim Assessment Results via EduSoft, 2014 FCAT 2.0 Reading Assessment scores

G1.B2 The results from the 2013 FCAT 2.0 Reading indicate 55% of students in the ELL subgroup are making satisfactory progress. The students demonstrate a weakness in the ability to read and comprehend on grade level text. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the ELL subgroup make satisfactory progress to 70%.

G1.B2.S1 Teachers and students will participate in data chats using classroom assessment data in order to monitor students' knowledge of informational text and text features.

Action Step 1

Teachers and students will participate in data chats using classroom assessment data in order to monitor students' knowledge of informational text and text features.

Person or Persons Responsible

Administration, Classroom Teachers and students

Target Dates or Schedule

ongoing

Evidence of Completion

logs and assessment data reports

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

Teachers and students will participate in data chats using classroom assessment data in order to monitor students' knowledge of informational text and text features.

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

logs, assessment data reports

Plan to Monitor Effectiveness of G1.B2.S1

Teachers and students will participate in data chats using classroom assessment data in order to monitor students' knowledge of informational text and text features.

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

logs, assessments, data reports

G1.B2.S2 Title III Supplemental Tutoring Academy Funds for English Language Learner (ELL) Students were secured to provide students with additional assistance in areas of need.

Action Step 1

Teachers and students will participate in data chats using classroom assessment data in order to monitor students' knowledge of informational text and text features.

Person or Persons Responsible

Administration, Classroom Teachers and students

Target Dates or Schedule

Ongoing

Evidence of Completion

logs and assessment data reports

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Administration and SLT will analyze assessment data

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and assessment results, attendance logs

Plan to Monitor Effectiveness of G1.B2.S2

Attendance and SLT will analyze assessment data to monitor student proficiencies.

Person or Persons Responsible

Administration and School Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessment data results

G1.B3 The results from the 2013 FCAT 2.0 Reading indicate 24% of students in the SWD subgroup are making satisfactory progress. The students demonstrate a weakness in the ability to read and comprehend on grade level text. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the SWD subgroup make satisfactory progress to 51%.

G1.B3.S1 Teachers and students will participate in data chats using classroom assessment data in order to monitor students' knowledge of informational text and text features.

Action Step 1

Teachers and students will participate in data chats using classroom assessment data in order to monitor students' knowledge of informational text and text features.

Person or Persons Responsible

Classroom teachers and students

Target Dates or Schedule

ongoing

Evidence of Completion

logs and assessment data reports

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

Teachers and students will participate in data chats using classroom assessment data in order to monitor students' knowledge of informational text and text features.

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

logs and assessments data reports

Plan to Monitor Effectiveness of G1.B3.S1

Teachers and students will participate in data chats using classroom assessment data in order to monitor students' knowledge of informational text and text features.

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

logs and assessment data reports

G1.B3.S2 Students in the SWD subgroup will participate in the McGraw-Hill Reading WonderWorks intervention daily.

Action Step 1

Students in the SWD subgroup will participate in the McGraw-Hill Reading WonderWorks intervention daily.

Person or Persons Responsible

Classroom teachers and interventionists

Target Dates or Schedule

ongoing

Evidence of Completion

logs and assessment data reports

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Administration will conduct systematic walkthroughs to ensure adherence and fidelity to the McGraw-Hill Reading Wonderworks intervention throughout the school year.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

McGraw-Hill Wonderworks Intervention assessment data, FAIR scores, District Interim Assessments scores

Plan to Monitor Effectiveness of G1.B3.S2

Administration will conduct systematic walkthroughs to ensure adherence and fidelity to the McGraw-Hill Reading Wonderworks intervention throughout the school year.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

McGraw-Hill Wonderworks Intervention assessment data, FAIR scores, District Interim Assessments scores

G1.B4 The results from the 2013 FCAT 2.0 Reading indicate 66% of students in the ED subgroup are making satisfactory progress. The students demonstrate a weakness in comprehending complex vocabulary due to limited English language proficiency. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the ED subgroup make satisfactory progress to 63%.

G1.B4.S1 Teachers and students will participate in data chats using classroom assessment data in order to monitor students' knowledge of informational text and text features.

Action Step 1

Teachers and students will participate in data chats using classroom assessment data in order to monitor students' knowledge of informational text and text features.

Person or Persons Responsible

Classroom Teachers and students

Target Dates or Schedule

ongoing

Evidence of Completion

logs and assessment data reports

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

Teachers and students will participate in data chats using classroom assessment data in order to monitor students' knowledge of informational text and text features.

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

logs and assessments data reports

Plan to Monitor Effectiveness of G1.B4.S1

Teachers and students will participate in data chats using classroom assessment data in order to monitor students' knowledge of informational text and text features.

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

logs and assessment data reports

G1.B5 The results from the 2013 FCAT 2.0 Reading indicate 27% of students scored a Level 3. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Assessment for level 3 (proficiency) students is Reporting Category 4: Informational Text/Research. Students experienced difficulty in interpreting graphical information (text features) e.g., graphics, legends, illustrations, diagrams, charts, and keys. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 3 to 29%.

G1.B5.S1 SLT will schedule quarterly reviews of Interim Assessment Data.

Action Step 1

School Leadership Team will meet on a quarterly basis to share and discuss the results of the McGraw-Hill tests, District Interim Assessments and FAIR data, based on students' proficiency scores and percentages.

Person or Persons Responsible

School Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Students' grades, scores, and percentages 2014 FCAT 2.0 results Minutes of meeting and meeting agenda

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

Administration and SLT will analyze the Interim Assessment data.

Person or Persons Responsible

Administration Walk throughs School Leadership Team Meetings

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work and assessment results Meeting agenda and minutes of meetings

Plan to Monitor Effectiveness of G1.B5.S1

Administration and SLT will analyze the data from benchmark assessments to monitor students proficiencies.

Person or Persons Responsible

Administration and School Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Improvements on the Benchmark Assessments Meeting Agenda

G1.B5.S2 Teachers and students will participate in data chats using classroom assessment data in order to monitor students' knowledge of informational text and text features.

Action Step 1

Teachers and students will discuss the results of formal and informal classroom assessments and activities. Together, they will identify and expand upon areas of weaknesses as they pertain to nonfiction text features.

Person or Persons Responsible

Classroom teachers and students

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher lesson plans Student generated work samples

Facilitator:

District personnel Administration Classroom Teachers

Participants:

Classroom teachers and students

Plan to Monitor Fidelity of Implementation of G1.B5.S2

Teachers will participate in grade level meetings with administration.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment scores Whole group and small group lesson plans

Plan to Monitor Effectiveness of G1.B5.S2

Teachers will utilize formal assessment results to gauge the effectiveness of student data chats and adjust instruction as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment scores Whole group and small group lesson plans

G1.B6 The results from the 2013 FCAT 2.0 Reading indicate 44% of students scored a Level 4 and 5. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Assessment for level 4 and 5 students is Reporting Category 2: Reading Application. Students experienced difficulty in applying necessary skills to fully comprehend the main idea and summary of fiction or non-fictional text. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 4 and 5 to 45%.

G1.B6.S1 Students in grades 3-5 will be given variety of opportunities that will allow them to locate and analyze text features, analyze details, draw conclusions, and identify nuances.

Action Step 1

Teachers will utilize grade specific real world documents such as articles, brochures, and flyers to identify text features such as subtitles, headings, charts, graphs, etc.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans 2014 FCAT 2.0 Reading Assessment

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

Teachers and students will utilize specific real world documents such as articles, brochures, and flyers to identify key text features such as subtitles, headings, charts, graphs, etc.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, 2014 FCAT 2.0 Reading Assessment scores

Plan to Monitor Effectiveness of G1.B6.S1

Teachers and students will utilize specific real world documents such as articles, brochures and flyers to identify key text features such as subtitles, headings, charts, graphs, etc.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans 2014 FCAT 2.0 Reading Assessment scores

G1.B7 The results from the 2013 FCAT 2.0 Reading indicate 69% of students made learning gains. The percentage of students making learning gains decreased by 10 percentage points. Due to limited practice in applying informational text, the percentage of students making reading learning gains decreased by 8 percentage points. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains to 72%.

G1.B7.S1 Administration will conduct systematic walkthroughs to ensure adherence and fidelity to the McGraw-Hill Reading Series, data chats, Success Maker program implementation, and grade level meetings throughout the school year.

Action Step 1

Administration will conduct systematic walkthroughs to ensure adherence and fidelity to the reading series, data chats, Success Maker program, and grade level meetings.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Meeting agends, FAIR reports, District Interim Assessments scores, Success MAker reports, and 2014 FCAT 2.0 Reading Assessment scores

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

Administration will conduct systematic walkthroughs to ensure adherence and fidelity to the McGraw-Hill Reading Series, data chats, Success Maker program implementation, and grade level meetings throughout the school year.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Meeting agendas, Success Maker reports, District Interim Reading Assessments, FAIR scores, 2014 FCAT 2.0 Reading Assessment scores

Plan to Monitor Effectiveness of G1.B7.S1

Administration will conduct systematic walkthroughs to ensure adherence and fidelity to the McGraw-Hill Reading Series, data chats, Success Maker program implementation, and grade level meetings throughout the school year.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Meeting agendas, Success Maker reports, District Interim Assessments scores, FAIR scores, 2014 FCAT 2.0 Reading Assessment scores

G1.B8 The results from the 2013 FCAT 2.0 Reading indicate 73% of the students in the Lowest 25% made learning gains. The number of students in the Lowest 25% making learning gains decreased by 10 percentage points. Students did not demonstrate a year's academic growth in the assigned interventions. Our goal for the 2013-2014 school year is to increase the percentage of students in the Lowest 25% making learning gains to 76%.

G1.B8.S1 Utilize McGraw Hill Wonder Works as intervention for 30 minutes daily. Continue the implementation of differentiated Instruction daily and focus instruction on specific areas of deficiency.

Action Step 1

Implement Wonder Works daily for 30 minutes as an intervention. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

Facilitator:

Dayana Cadaya

Participants:

Teachers

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

Classroom walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walk-through log

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM model, analyze, review and monitor assessments. Adjust academic goals utilizing teacher feedback on students' skill attainment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Wonders Reading Series, tests, Interim Assessments

G1.B9 The results of the 2013 CELLA Listening/Speaking portion indicate that 64% of students achieved proficiency. The students demonstrate a lack of dominance in the English language. Our goal for the 2013-2014 school year is to increase the number of students achieving proficiency to 68%.

G1.B9.S1 Provide students with opportunities to improve their listening and speaking skills.

Action Step 1

Modeling, teacher led groups, use of illustrations and Language Experience Approach, Think Alouds, repetition, and cooperative learning groups.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

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

Classroom Walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-through log

Plan to Monitor Effectiveness of G1.B9.S1

Following the FCIM model, analyze, review and monitor assessments. Adjust academic goals utilizing teacher feedback on students' skill attainment.

Person or Persons Responsible

SLT

Target Dates or Schedule

Monthly

Evidence of Completion

Progress monitoring data reports, Star Reading, FAIR, Interim Assessments, Wonders Reading Series assessments, Results from the 2014 CELLA assessment

G1.B10 The results of the 2013 CELLA Reading portion indicate that 32% of students achieved proficiency. The students demonstrate a lack of fluency and reading comprehension. Students struggle with the use of complex grammar and vocabulary which hinder students from grasping meaning in reading. Our goal for the 2013-2014 school year is to increase the number of students achieving proficiency to 39%.

G1.B10.S1 Provide students with opportunities to read and comprehend on grade level literature and informational text.

Action Step 1

Increase the rigor of instruction for the implementation of the NGSSS and Common Core Standards. Implement teacher modeling and think alouds as well as the utilization of word maps to facilitate the understanding of multiple meaning words. Model the use of context clues to understand the meaning of words. Continue the implementation of Differentiated instruction daily and focus instruction on specific areas of deficiency.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

Classroom Walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-through log

Plan to Monitor Effectiveness of G1.B10.S1

Following the FCIM model, analyze, review and monitor assessments. Adjust academic goals utilizing teacher feedback on students' skill attainment.

Person or Persons Responsible

SLT

Target Dates or Schedule

Monthly

Evidence of Completion

Progress monitoring assessment data reports, Reading Plus, FAIR, Interim assessments, Successmaker reports, 2014 CELLA assessment

G1.B11 The results of the 2013 CELLA Writing portion indicate that 27% of students achieved proficiency. The students struggle to use complex grammar and vocabulary to make their writing more sophisticated. Our goal for the 2013-2014 school year is to increase the number of students achieving proficiency to 34%.

G1.B11.S1 Through the use of chunking and graphic organizers, teachers will provide meaningful writing lessons to enhance level of expressive language and communication in written form.

Action Step 1

Graphic organizers, illustrating and labeling, spelling strategies, rubrics writing prompts and samples, process writing

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

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

Classroom Walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-through log

Plan to Monitor Effectiveness of G1.B11.S1

Following the FCIM model, analyze, review and monitor assessments. Adjust academic goals utilizing teachers feedback on students' skill attainment

Person or Persons Responsible

SLT

Target Dates or Schedule

Monthly

Evidence of Completion

Progress monitoring assessment data reports, Star Reading, FAIR, Interim Assessments, Successmaker reports 2014 CELLA assessment

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 48% of students achieved a score of 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students achieving 3.5 by 1%.

G2.B1 Students experienced difficulty in writing narrative accounts with an engaging plot and range of appropriate and specific narrative actions.

G2.B1.S1 Students will participate in a "writing clinic" to assist them in determining the purpose of the writing based on the intended audience and the plot structure.

Action Step 1

Students will participate in a writing clinic to determine the purpose of the writing based on the intended audience and plot structure.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

January 2014 - April 2014

Evidence of Completion

Lesson plans and student generated work

Facilitator:

District personnel, Administrator

Participants:

Teachers

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

Administration will conduct walk-throughs and classroom observations to ensure implementation of writing clinics.

Person or Persons Responsible

Administration

Target Dates or Schedule

January 2014 - April 2014

Evidence of Completion

Lesson plans and student generated work

Plan to Monitor Effectiveness of G2.B1.S1

Grade levels will meet with administration to discuss the student responses to best monitor progress and adjust instruction as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work and 2014 FCAT 2.0 Writing Assessment

G2.B1.S2 Students will develop a pre-writing plan that includes: main idea, descriptive details, a sequence of events and settings including the use of figurative language, transitional words/phrases that are appropriate to produce fluency in writing as evidenced in narrative writing prompts.

Action Step 1

Teachers will provide students with various graphic organizers to help them brainstorm and prewrite elements of narrative writing such as characters, setting, and plot.

Person or Persons Responsible

Students and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Administrators will complete walk-throughs and classroom observations to ensure fidelity.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation schedule

Plan to Monitor Effectiveness of G2.B1.S2

Teachers and administration will use student narrative writing samples to monitor the effectiveness of prewriting graphic organizers.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

G3. The results of the 2013 FCAT 2.0 Math Assessment indicate that 69% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase all students' proficiency by 8 points to 77%.

G3.B1 Results of the 2013 Mathematics FCAT 2.0 indicate that 54% of students in the ELL subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to increase the number of students in the ELL subgroup making satisfactory progress to 70%. ELL students required additional realia, visuals and vocabulary development in order to relate fractions, decimals and percents, meaningfully.

G3.B1.S1 Provide students opportunities to model their work with mathematical operations and provide students with visuals of math vocabulary and concepts to refer to.

Action Step 1

Use GOMATH ELL supplemental work in small groups. Continue to use visuals of math vocabulary and concepts with students. Provide opportunities to represent mathematical operations, as well as create equivalent representation of given numbers through the use of manipulatives and the creation of models.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

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

Classroom Walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-through log, Differentiated instruction logs

Plan to Monitor Effectiveness of G3.B1.S1

Teachers will have ongoing meetings to assess effectiveness of strategies for students progress. Strategies and groups will be modified as needed to improve student achievement.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Go Math series, Interim Assessments, Successmaker reports

G3.B2 Results of the 2013 Mathematics FCAT 2.0 indicate that 29% of students in the Students with Disabilities (SWD) subgroup are making satisfactory gains. Our goal for the 2013-2014 school year is to increase the number of students in the SWD subgroup making satisfactory progress to 57%. SWD students lacked the necessary hands-on experience with concrete materials to make the connection between fractions, decimals and percents.

G3.B2.S1 Provide students with opportunities to develop fluency in numbers and to make meaning of numbers through problem solving and hands-on activities.

Action Step 1

Provide opportunities to foster the use of meanings of numbers to create strategies and the use of models, place-value and properties of operations to represent mathematical operations, as well as create equivalent representation of given numbers through the use of manipulatives and the creation of models in small groups.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

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

Classroom Walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-through log

Plan to Monitor Effectiveness of G3.B2.S1

Results of assessments will be reviewed by grade level teams and administration to ensure progress and adjustments to curriculum focus will be made as needed.

Person or Persons Responsible

Administration and Grade Level Teams

Target Dates or Schedule

Monthly

Evidence of Completion

Go Math Series, Interim Assessments, Successmaker reports, Reflex Math reports

G3.B3 Results of the 2013 Mathematics FCAT 2.0 indicate that 62% of students in the ED subgroup are making satisfactory gains. Our goal for the 2013-2014 school year is to increase the number of students in the ED subgroup making satisfactory progress to 72%. Students identified as ED needed additional structured opportunities to manipulate concrete materials, as well as opportunities to verify the reasonableness of their solutions.

G3.B3.S1 Provide students with opportunities to make meaning of numbers through problem solving and hands-on activities.

Action Step 1

Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations and the use of models, place-value and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment

Action Step 2

Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations and the use of models, place-value and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment

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

Classroom Walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-through log

Plan to Monitor Effectiveness of G3.B3.S1

Results of monthly assessments will be reviewed by the administration and grade level teams to ensure progress. Adjustments to curriculum focus will be made as needed.

Person or Persons Responsible

Administrators and Grade Level Teams

Target Dates or Schedule

Monthly

Evidence of Completion

Go Math Florida Series, Interim Assessment, Successmaker reports, Reflex Math reports

G3.B4 Results of the 2013 Mathematics FCAT 2.0 indicate that 89% of students in the Asian subgroup and 67% of students in the Hispanic subgroups are making satisfactory gains. Our goal for the 2013-2014 school year is to increase the number of students in the Asian subgroup making satisfactory progress to 93% and in the Hispanic subgroup making satisfactory progress to 75%. Hispanic and Asian students require additional opportunities to manipulate realia, to observe visuals, and to develop vocabulary, in order to develop meaningful insights into fractions, decimals, and percents.

G3.B4.S1 Provide students with opportunities to make meaning of numbers through problem solving and hands-on activities.

Action Step 1

Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations and the use of models, place-value and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

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

Classroom walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-through log

Plan to Monitor Effectiveness of G3.B4.S1

Results of monthly assessments will be reviewed by administration and grade level teams to ensure progress. Adjustments to curriculum focus will be made as needed.

Person or Persons Responsible

Administration and Grade Level Teams

Target Dates or Schedule

Monthly

Evidence of Completion

Go Math Series, Interim Assessments, Successmaker reports, Reflex Math reports

G3.B5 Results of the 2013 Mathematics FCAT 2.0 indicate that 28 % of students scored a Level 3. Our goal for the 2013-2014 school year is to increase the number of students scoring Level 3 to 30%. One area of deficiency as noted on the 2013 administration of the FCAT 2.0 is the Reporting Category - Number: Base Ten and Fractions. Students demonstrated a lack of mathematical fluency and problem solving proficiency relating decimals, fractions and percents.

G3.B5.S1 SLT will schedule quarterly reviews of interim assessment data.

Action Step 1

School Leadership Team will meet on a quarterly basis to share and discuss the results of the District Interim Assessments.

Person or Persons Responsible

School Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Minutes of meeting and meeting agenda.

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

Administration will review the following formative assessments: classroom assessments, District Baseline and Interim Assessments, Success Maker reports, Reflex Math and GIZMOS usage reports.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Agendas and minutes of meetings, sign-in sheets

Plan to Monitor Effectiveness of G3.B5.S1

Administration and SLT will analyze school-wide assessment data and modify strategies as needed.

Person or Persons Responsible

Administration and School Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim assessment reports, agendas and minutes of the meeting

G3.B5.S2 Teachers and students will participate in data chats using classroom assessment data in order to monitor knowledge of basic addition, subtraction, multiplication and division fact families. Following Chapter tests and Interim Assessments, mastery of fractions, decimals and percents will also be monitored and reviewed in class.

Action Step 1

Administration will monitor classroom assessments, District Interim Assessments, Successmaker reports, Reflex Math and GIZMOS usage reports.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Whole group and small group lesson plans

Plan to Monitor Fidelity of Implementation of G3.B5.S2

Teachers will participate in grade level meetings with Administration.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, student generated work, agandas and minutes of meetings

Plan to Monitor Effectiveness of G3.B5.S2

Teachers will have ongoing meetings to assess effectiveness of strategies for students progress. Strategies will be modified as needed to improve student achievement.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas and minutes of meetings and sign-in sheets.

G3.B5.S3 Students will have opportunities to use concrete materials and pictures to identify fractions, decimals and percents, and their relationships.

Action Step 1

Whole and small group lesson plans will be developed and modified to ensure concept development and mastery. Teachers will provide additional opportunities to students to access concrete and pictorial models of fractions, decimals and percents, in order to improve concepts and vocabulary development. Teachers will encourage participation in Success Maker and GIZMOS computer programs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, District Interim Assessments, Success Maker and GIZMOS reports

Plan to Monitor Fidelity of Implementation of G3.B5.S3

Administration and SLT will monitor District Interim Report data for evidence of student progress. Administration will meet with each Grade Level to review data and future plans for improvement.

Person or Persons Responsible

Administration and School Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Agenda and minutes of the meetings, sign-in sheets

Plan to Monitor Effectiveness of G3.B5.S3

Administration will monitor District Interim Reports for student growth. Administration and teachers will collaborate during grade level meetings to develop plans to ensure future progress.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas and minutes of meetings, sign-in sheets

G4. The results of the 2013 FCAT Science Test indicate that 58% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency on the Science FCAT by 3 percentage points to 61%.

G4.B1 The area of deficiency as evidenced on the 2013 administration of the FCAT Science Test was the reporting category of Physical Science (63% proficiency). Level 3 students need additional exposure to instructional strategies and activities that incorporate multi-media demonstrations, inquiry based learning, lab demonstrations, and hands-on activities.

G4.B1.S1 ? Instruction to include teacher-demonstrated and inquiry based, student-centered activities; including exposure to in-depth laboratory skills/activities that reinforce science concepts as related to matter, energy, force and motion. GIZMOS, Brainpop, AIMS, and FCAT Explorer will be used to help guide/supplement instruction. Teacher training and support will be provided.

Action Step 1

Science teachers will provide opportunities for students to participate in hands-on, lab activities that focus on matter, energy, and force and motion. Teachers will also incorporate various instructional resources to support the area of Physical Science.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lab reports. Increased proficiency levels on the Science Interim Assessments.

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

Teacher planning and instruction will reflect activities designed to support the concepts of physical science through varied activities including labs, in-depth studies, and the use of technology. Lessons should promote inquiry and include scientific writing.

Person or Persons Responsible

School leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

GIZMO and FCAT Explorer completion logs. Interim assessments.

Plan to Monitor Effectiveness of G4.B1.S1

Review GIZMO and FCAT Explorer usage and progress logs. Data chats will be conducted after interim assessments to monitor progress and adjust instruction as necessary.

Person or Persons Responsible

School leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, classroom assessments, interim assessments.

G4.B1.S2 The FCAT Item Specifications will be used to help guide instruction. Strategies will be put in place through a cooperative effort involving science teachers across grade levels. Following assessments, data will be reviewed to identify areas of deficiency. Differentiated instruction will be developed to support the needs to those students demonstrating unsatisfactory progress on benchmarks. Involving all grade levels will ensure concepts will be covered and provide students with a solid science base resulting in success on the 5th grade Science FCAT Test

Action Step 1

Science teachers across grade levels will work together to ensure that essential concepts are taught.

Person or Persons Responsible

Teachers, grade chairs, school leadership team.

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative and summative assessments. Evidence of differentiated instruction. Increased proficiency levels on the Science Interims Assessments.

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

Classroom observations to ensure that topics are being covered. Data binders will be maintained and reviewed to show evidence of differentiated instruction.

Person or Persons Responsible

Leadership team.

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work, observations, lesson plans, interim assessments.

Plan to Monitor Effectiveness of G4.B1.S2

Conduct periodic meetings to review data and progress of students. Obtain teacher feedback on effectiveness and develop additional strategies as needed.

Person or Persons Responsible

School leadership team.

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, interim assessment and 2014 FCAT 2.0 Science Test

G4.B2 The area of deficiency as evidenced on the 2013 administration of the FCAT Science Test was the reporting category of Physical Science (63% proficiency). Level 4-5 students need enrichment activities as well as additional real world examples and connections to physical science concepts.

G4.B2.S1 Instruction to include enrichment activities and real world connection of physical science concepts. Including in-depth lab activities that reinforce matter, energy, force and motion. Open ended and student selected projects will be incorporated.

Action Step 1

Science Teachers will provide opportunities for students to experience real world examples of physical science concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Students will increase proficiency levels on the Science Interim Assessments.

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

Teacher planning will reflect independent projects and real world connections to Physical Science.

Person or Persons Responsible

School Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Completed student projects. Improved proficiency on the Science Interim Assessment

Plan to Monitor Effectiveness of G4.B2.S1

Monitor student activities and self selected projects.

Person or Persons Responsible

School Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student projects.

G5. Our goal for the 2013-2014 school year is to increase STEM related activities by 1 and student participation in STEM related activities by 1 percentage point.

G5.B1 One of the areas of deficiency as noted on the 2013 administration of FCAT 2.0 Science Assessment is reporting category of Physical Science which ties into STEM.

G5.B1.S1 Students participation in an annual Science Fair needs to be increased and may be based more in the Physical Science portion in their projects to increase their knowledge of basic forms of energy, familiar forces, conversions of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Action Step 1

Teachers will provide incentives to have more Science Fair Projects that involve Physical Science.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Science Fair Projects

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

Teachers will provide time during class to research their projects at least once every month and sign in each time they do their research.

Person or Persons Responsible

Administration

Target Dates or Schedule

Once a month

Evidence of Completion

Sign-In sheet

Plan to Monitor Effectiveness of G5.B1.S1

Conduct student based group meetings to discuss what they are going to do in their projects.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher observation

G5.B1.S2 Students will participate in field trips to increase their exposure to areas related to STEM.

Action Step 1

Teachers will provide students with meaningful field trips based on hands-on exposure to Physical science.

Person or Persons Responsible

Administration

Target Dates or Schedule

Twice a year

Evidence of Completion

Teachers will collect a written report on the students' experience with the field trip.

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Teachers will give enough resources to help students with their reports.

Person or Persons Responsible

Administration

Target Dates or Schedule

Twice a year

Evidence of Completion

All students accurately completed their written reports using Physical Science terms.

Plan to Monitor Effectiveness of G5.B1.S2

Science teachers will collaborate with each other and conduct an assessment of what students observed during their field trips. Follow-up questions will be added based on student responses.

Person or Persons Responsible

Administration

Target Dates or Schedule

Twice a year

Evidence of Completion

Teachers will review student observations and follow-up questions.

G6. The goal for the 2013-2014 school year is to reduce the percentage of students missing instructional time due to attendance and/or suspension by one percent and provide opportunities for intervention.

G6.B1 There continues to be a need to provide families with healthcare options in order to reduce the number of student absences/tardies and a need to provide parents reinforcement and guidelines of attendance policies through Connect-Ed, school website and parent meetings with teachers.

G6.B1.S1 Continue to identify and refer students who may be developing a pattern of non-attendance (10 or more absences or tardies) for intervention services. Students will be provided with a myriad of strategies and incentives to motivate school attendance through daily morning announcement activities and monthly incentives. Information will be offered to parents on the availability of Florida Kidcare.

Action Step 1

Assistant principal and counselor will analyze COGNOS Attendance Report monthly to identify students with excessive absences and tardies.

Person or Persons Responsible

Administration Counselor

Target Dates or Schedule

ongoing

Evidence of Completion

Cognos Attendance Report

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

Assistant principal and counselor will analyze COGNOS Attendance Report monthly to identify students with excessive absences and tardies.

Person or Persons Responsible

Assistant Principal Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Cognos Attendance Reports

Plan to Monitor Effectiveness of G6.B1.S1

Assistant principal and counselor will analyze COGNOS Attendance Report monthly to identify students with excessive absences and tardies.

Person or Persons Responsible

Counselor Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Cognos Attendance Reports

G6.B2 Incidents leading to Code of Student Conduct infractions usually occur during transitional times of the day when students move to and from special classes, lunch and dismissal. Classroom discipline plans and procedures need to continue to be enforced during transitional and lunch times.

G6.B2.S1 A school-wide Discipline Committee will be created to develop incentives for student's positive behavior. Students will be provided reminders of safety rules during transitional times and lunch time via visual and/or oral cues. When needed, parent conferences will be held to discuss strategies for appropriate behavior and counseling sessions will be offered for students/classes that continue to have Code of Student Conduct infractions. Media Specialist will provide students with Character Education initiatives via morning announcements.

Action Step 1

A school-wide Discipline Committee will be created to develop incentives for student's positive behavior. Students will be provided reminders of safety rules during transitional times and lunch time via visual and/or oral cues. When needed, parent conferences will be held to discuss strategies for appropriate behavior and counseling sessions will be offered for students/classes that continue to have Code of Student Conduct infractions. Media Specialist will provide students with Character Education initiatives via morning announcements.

Person or Persons Responsible

Media Specialist Discipline Committee Counselor Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Cognos reports

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

A school-wide Discipline Committee will be created to develop incentives for student's positive behavior. Students will be provided reminders of safety rules during transitional times and lunch time via visual and/or oral cues. When needed, parent conferences will be held to discuss strategies for appropriate behavior and counseling sessions will be offered for students/classes that continue to have Code of Student Conduct infractions. Media Specialist will provide students with Character Education initiatives via morning announcements.

Person or Persons Responsible

Media Specialist Counselor Discipline Committee Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Cognos reports

Plan to Monitor Effectiveness of G6.B2.S1

A school-wide Discipline Committee will be created to develop incentives for student's positive behavior. Students will be provided reminders of safety rules during transitional times and lunch time via visual and/or oral cues. When needed, parent conferences will be held to discuss strategies for appropriate behavior and counseling sessions will be offered for students/classes that continue to have Code of Student Conduct infractions. Media Specialist will provide students with Character Education initiatives via morning announcements.

Person or Persons Responsible

Media Specialist Counselor Discipline Committee Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Cognos reports

G7. Our goal for the 2013-2014 school year is to increase the percentage of parents participating in school wide activities by providing workshops/meetings/school mailings in native languages so that parents can assist students at home.

G7.B1 Parents have limited knowledge and understanding of available resources and materials due to limited English proficiency.

G7.B1.S1 Provide parents with opportunities to improve their knowledge of available resources and programs provided by Miami-Dade County Public Schools to contribute to student success.

Action Step 1

Facilitate parent meetings to provide hands-on practice in accessing programs available through Miami-Dade County Public Schools.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in sheets

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Monitor sign-in sheets and parental participation sheets

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent participation sheets and sign-in sheets

Plan to Monitor Effectiveness of G7.B1.S1

Survey parents attending meetings and workshops for feedback

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Survey results

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 III - Dr. Manuel C. Barreiro Elementary School uses funds for the Title III grants available this year to supplement and enhance the programs for English Language Learners. After-School tutorial opportunities will be offered to the active English Language Learners in third grade. The material used is the Targeted Reading Instruction Program.

*Title X- Homeless - The Homeless Education Program assists Dr. Manuel C. Barreiro Elementary School with the identification, enrollment, attendance and transportation of homeless students. This service will be provided upon identification and classification of students as homeless.

*Nutrition Programs - Dr. Manuel C. Barreiro Elementary Schools adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. Food service programs follow the Healthy Food and Beverage guidelines as adopted by the District's Wellness Policy.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 FCAT 2.0 Reading Assessment indicate that 72% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 75%.

G1.B1 The results from the 2013 FCAT 2.0 Reading indicate 89% of students in the Asian subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percentage of students in the Asian subgroup making satisfactory progress to 93%.

G1.B1.S1 Through the continuation of the use of Differentiated Instruction, the students will actively participate in the Success Maker program.

PD Opportunity 1

The students will continuously participate in the Success Maker program daily.

Facilitator

Success Maker Representative, Classroom Teachers

Participants

Classroom Teacher, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Success Maker reports, District Reading Interim Assessments results via EduSoft, 2014 FCAT 2.0 Reading Assessment results

G1.B5 The results from the 2013 FCAT 2.0 Reading indicate 27% of students scored a Level 3. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Assessment for level 3 (proficiency) students is Reporting Category 4: Informational Text/Research. Students experienced difficulty in interpreting graphical information (text features) e.g., graphics, legends, illustrations, diagrams, charts, and keys. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 3 to 29%.

G1.B5.S2 Teachers and students will participate in data chats using classroom assessment data in order to monitor students' knowledge of informational text and text features.

PD Opportunity 1

Teachers and students will discuss the results of formal and informal classroom assessments and activities. Together, they will identify and expand upon areas of weaknesses as they pertain to nonfiction text features.

Facilitator

District personnel Administration Classroom Teachers

Participants

Classroom teachers and students

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher lesson plans Student generated work samples

G1.B8 The results from the 2013 FCAT 2.0 Reading indicate 73% of the students in the Lowest 25% made learning gains. The number of students in the Lowest 25% making learning gains decreased by 10 percentage points. Students did not demonstrate a year's academic growth in the assigned interventions. Our goal for the 2013-2014 school year is to increase the percentage of students in the Lowest 25% making learning gains to 76%.

G1.B8.S1 Utilize McGraw Hill Wonder Works as intervention for 30 minutes daily. Continue the implementation of differentiated Instruction daily and focus instruction on specific areas of deficiency.

PD Opportunity 1

Implement Wonder Works daily for 30 minutes as an intervention. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency.

Facilitator

Dayana Cadaya

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 48% of students achieved a score of 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students achieving 3.5 by 1%.

G2.B1 Students experienced difficulty in writing narrative accounts with an engaging plot and range of appropriate and specific narrative actions.

G2.B1.S1 Students will participate in a "writing clinic" to assist them in determining the purpose of the writing based on the intended audience and the plot structure.

PD Opportunity 1

Students will participate in a writing clinic to determine the purpose of the writing based on the intended audience and plot structure.

Facilitator

District personnel, Administrator

Participants

Teachers

Target Dates or Schedule

January 2014 - April 2014

Evidence of Completion

Lesson plans and student generated work

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	The results of the 2013 FCAT 2.0 Math Assessment indicate that 69% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase all students' proficiency by 8 points to 77%.	\$2,000
G4.	The results of the 2013 FCAT Science Test indicate that 58% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency on the Science FCAT by 3 percentage points to 61%.	\$500
G5.	Our goal for the 2013-2014 school year is to increase STEM related activities by 1 and student participation in STEM related activities by 1 percentage point.	\$1,000
G6.	The goal for the 2013-2014 school year is to reduce the percentage of students missing instructional time due to attendance and/or suspension by one percent and provide opportunities for intervention.	\$1,000
Total		\$4,500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Other	Total
PTO		\$3,000	\$4,000
ESSAC Funds		\$500	\$500
Total		\$3,500	\$4,500

Budget Details

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

G3. The results of the 2013 FCAT 2.0 Math Assessment indicate that 69% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase all students' proficiency by 8 points to 77%.

G3.B5 Results of the 2013 Mathematics FCAT 2.0 indicate that 28 % of students scored a Level 3. Our goal for the 2013-2014 school year is to increase the number of students scoring Level 3 to 30%. One area of deficiency as noted on the 2013 administration of the FCAT 2.0 is the Reporting Category - Number: Base Ten and Fractions. Students demonstrated a lack of mathematical fluency and problem solving proficiency relating decimals, fractions and percents.

G3.B5.S2 Teachers and students will participate in data chats using classroom assessment data in order to monitor knowledge of basic addition, subtraction, multiplication and division fact families. Following Chapter tests and Interim Assessments, mastery of fractions, decimals and percents will also be monitored and reviewed in class.

Action Step 1

Administration will monitor classroom assessments, District Interim Assessments, Successmaker reports, Reflex Math and GIZMOS usage reports.

Resource Type

Evidence-Based Program

Resource

Refelx Math

Funding Source

PTO

Amount Needed

\$2,000

G4. The results of the 2013 FCAT Science Test indicate that 58% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency on the Science FCAT by 3 percentage points to 61%.

G4.B1 The area of deficiency as evidenced on the 2013 administration of the FCAT Science Test was the reporting category of Physical Science (63% proficiency). Level 3 students need additional exposure to instructional strategies and activities that incorporate multi-media demonstrations, inquiry based learning, lab demonstrations, and hands-on activities.

G4.B1.S1 ? Instruction to include teacher-demonstrated and inquiry based, student-centered activities; including exposure to in-depth laboratory skills/activities that reinforce science concepts as related to matter, energy, force and motion. GIZMOS, Brainpop, AIMS, and FCAT Explorer will be used to help guide/supplement instruction. Teacher training and support will be provided.

Action Step 1

Science teachers will provide opportunities for students to participate in hands-on, lab activities that focus on matter, energy, and force and motion. Teachers will also incorporate various instructional resources to support the area of Physical Science.

Resource Type

Evidence-Based Program

Resource

Brain-Pop

Funding Source

PTO

Amount Needed

\$500

G5. Our goal for the 2013-2014 school year is to increase STEM related activities by 1 and student participation in STEM related activities by 1 percentage point.

G5.B1 One of the areas of deficiency as noted on the 2013 administration of FCAT 2.0 Science Assessment is reporting category of Physical Science which ties into STEM.

G5.B1.S2 Students will participate in field trips to increase their exposure to areas related to STEM.

Action Step 1

Teachers will provide students with meaningful field trips based on hands-on exposure to Physical science.

Resource Type

Other

Resource

Field trip buses and admission

Funding Source

PTO

Amount Needed

\$1,000

G6. The goal for the 2013-2014 school year is to reduce the percentage of students missing instructional time due to attendance and/or suspension by one percent and provide opportunities for intervention.

G6.B1 There continues to be a need to provide families with healthcare options in order to reduce the number of student absences/tardies and a need to provide parents reinforcement and guidelines of attendance policies through Connect-Ed, school website and parent meetings with teachers.

G6.B1.S1 Continue to identify and refer students who may be developing a pattern of non-attendance (10 or more absences or tardies) for intervention services. Students will be provided with a myriad of strategies and incentives to motivate school attendance through daily morning announcement activities and monthly incentives. Information will be offered to parents on the availability of Florida Kidcare.

Action Step 1

Assistant principal and counselor will analyze COGNOS Attendance Report monthly to identify students with excessive absences and tardies.

Resource Type

Evidence-Based Program

Resource

Monthly incentives

Funding Source

PTO

Amount Needed

\$500

G6.B2 Incidents leading to Code of Student Conduct infractions usually occur during transitional times of the day when students move to and from special classes, lunch and dismissal. Classroom discipline plans and procedures need to continue to be enforced during transitional and lunch times.

G6.B2.S1 A school-wide Discipline Committee will be created to develop incentives for student's positive behavior. Students will be provided reminders of safety rules during transitional times and lunch time via visual and/or oral cues. When needed, parent conferences will be held to discuss strategies for appropriate behavior and counseling sessions will be offered for students/classes that continue to have Code of Student Conduct infractions. Media Specialist will provide students with Character Education initiatives via morning announcements.

Action Step 1

A school-wide Discipline Committee will be created to develop incentives for student's positive behavior. Students will be provided reminders of safety rules during transitional times and lunch time via visual and/or oral cues. When needed, parent conferences will be held to discuss strategies for appropriate behavior and counseling sessions will be offered for students/classes that continue to have Code of Student Conduct infractions. Media Specialist will provide students with Character Education initiatives via morning announcements.

Resource Type

Other

Resource

Monthly incentives

Funding Source

ESSAC Funds

Amount Needed

\$500