2013-2014 SCHOOL IMPROVEMENT PLAN

Flagami Elementary School
920 SW 76TH AVE
Miami, FL 33144
305-261-2031
http://flagamielementary.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	89%

Alternative/ESE Center	Charter School	Minority Rate
No	No	99%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Flagami Elementary School

Principal
Kathleen P. Caballero

School Advisory Council chair
Awilda Oyola Lam

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

Name	Title
Gladys E. Trujillo	Assistant Principal

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1, UTD steward – 1, teachers – 5, parents – 6, educational support 1, student – 1, BCR – 3

Involvement of the SAC in the development of the SIP

Flagami's School Advisory Council analyzes the process used to develop the school improvement plan. Our school's SAC is involved in the development; management and monitoring of our school improvement plan goals and is active in holding all stakeholders accountable.

Activities of the SAC for the upcoming school year

Flagami's School Advisory Council will be hosting our annual Literacy Day Celebration in April.

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

The SAC funds of $2266.00 will be used to purchase one book for child. Students receive these books during our annual Literacy Day Celebration to recognize their successful participation in our school wide Accelerated Reader Program.

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:

Kathleen P. Caballero		
Principal	Years as Administrator: 22	Years at Current School: 6

Credentials	Bachelors and Masters degrees in Special Education from Florida International University. Completed coursework for Educational Leadership at Nova Southeastern University. Doctorate degree from Nova Southeastern University. Certification in School Principal, Educational Leadership, Emotional Disturbance and ESOL
Performance Record	2013 – School Grade A Rdg. Proficiency, 60 % Math Proficiency, 65 % Rdg. Lrg. Gains, 79 points Math Lrg. Gains, 82 points Rdg. Imp. of Lowest 25% - 82 points Math Imp. of Lowest 25% - 86 points Rdg. AMO 62 Math AMO 64 2012– School Grade B Rdg. Proficiency, 86% Math Proficiency, 80% Rdg. Lrg. Gains, 78 points Math Lrg. Gains, 57 points Rdg. Imp. of Lowest 25% - 79 points Math Imp. of Lowest 25% - 62 points Rdg. AMO 58 Math AMO–61 2011 – School Grade A Rdg. Proficiency, 79% Math Proficiency, 80% Rdg. Lrg. Gains, 70 points Math Lrg. Gains, 57 points Rdg. Imp. of Lowest 25% - 79 points Math Imp. of Lowest 25% - 62 points Rdg. AMO 54 Math AMO 57 2010 – School Grade A Rdg. Proficiency, 86%

Math Proficiency, 80%
Rdg. Lrg. Gains, 78 points
Math Lrg. Gains, 57 points
Rdg. Imp. of Lowest 25% -
79 points
Math Imp. of Lowest 25% -
62 points
2009 – School Grade A
Rdg. Proficiency, 84%
Math Proficiency, 78%
Rdg. Lrg. Gains, 84 points
Math Lrg. Gains, 60 points
Rdg. Imp. of Lowest 25% -
64 points
Math Imp. of Lowest 25% -
63 points

Gladys Elizabeth Trujillo		
Asst Principal	Years as Administrator: 10	Years at Current School: 3

Credentials	Elementary Education (BS) Primary Education (BS) Educational Leadership (MS) National Board Certified ESOL Endorsement
Performance Record	2013 – School Grade A Rdg. Proficiency, 60 % Math Proficiency, 65 % Rdg. Lrg. Gains, 79 points Math Lrg. Gains, 82 points Rdg. Imp. of Lowest 25% - 82 points Math Imp. of Lowest 25% - 86 points Rdg. AMO 62 Math AMO 64 2012– School Grade B Rdg. Proficiency, 86% Math Proficiency, 80% Rdg. Lrg. Gains, 78 points Math Lrg. Gains, 57 points Rdg. Imp. of Lowest 25% - 79 points Math Imp. of Lowest 25% - 62 points Rdg. AMO 58 Math AMO–61 2011 – School Grade A Rdg. Proficiency, 79% Math Proficiency, 80% Rdg. Lrg. Gains, 70 points Math Lrg. Gains, 57 points Rdg. Imp. of Lowest 25% - 79 points Math Imp. of Lowest 25% - 62 points Rdg. AMO 54 Math AMO 57 2010 – School Grade A Rdg. Proficiency, 86% Math Proficiency, 80% Rdg. Lrg. Gains, 78 points Math Lrg. Gains, 57 points

Rdg. Imp. of Lowest 25% -
79 points
Math Imp. of Lowest 25% -
62 points
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Rdg. Proficiency, 84%
Math Proficiency, 78%
Rdg. Lrg. Gains, 84 points
Math Lrg. Gains, 60 points
Rdg. Imp. of Lowest 25% -
64 points
Math Imp. of Lowest 25% -
63 points

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Awilda Oyola Lam		
Full-time / School-based	Years as Coach: 5	Years at Current School: 9
Areas	Reading/Literacy	
Credentials	Ms. Lam received her Bachelor's of Science Degree in School Social Work in 1996. Certification in Elementary Education K-6 & School Social Worker Pre-K to 12th Grade. She is currently working on her Master's in reading.	
Performance Record	2013 – School Grade A Rdg. Proficiency, 60 % Math Proficiency, 65 % Rdg. Lrg. Gains, 79 points Math Lrg. Gains, 82 points Rdg. Imp. of Lowest 25% - 82 points Math Imp. of Lowest 25% - 86 points Rdg. AMO 62 Math AMO 64 2012– School Grade B Rdg. Proficiency, 86% Math Proficiency, 80% Rdg. Lrg. Gains, 78 points Math Lrg. Gains, 57 points Rdg. Imp. of Lowest 25% - 79 points Math Imp. of Lowest 25% - 62 points Rdg. AMO 58 Math AMO–61 2011 – School Grade A Rdg. Proficiency, 79% Math Proficiency, 80% Rdg. Lrg. Gains, 70 points Math Lrg. Gains, 57 points Rdg. Imp. of Lowest 25% - 79 points Math Imp. of Lowest 25% - 62 points Rdg. AMO 54 Math AMO 57 2010 – School Grade A Rdg. Proficiency, 86% Math Proficiency, 80% Rdg. Lrg. Gains, 78 points Math Lrg. Gains, 57 points Rdg. Imp. of Lowest 25% - 79 points	

Math Imp. of Lowest 25% -
62 points
2009 – School Grade A
Rdg. Proficiency, 84%
Math Proficiency, 78%
Rdg. Lrg. Gains, 84 points
Math Lrg. Gains, 60 points
Rdg. Imp. of Lowest 25% -
64 points
Math Imp. of Lowest 25% -
63 points

Classroom Teachers

# of classroom teachers
30

 # receiving effective rating or higher
30, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
30, 100%

 # ESOL endorsed
30, 100%

 # reading endorsed
2, 7%

 # with advanced degrees
10, 33%

 # National Board Certified
0, 0%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
6, 20%

 # with 6-14 years of experience
14, 47%

 # with 15 or more years of experience
17, 57%

Education Paraprofessionals

# of paraprofessionals
2

Highly Qualified
2, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above
8

receiving effective rating or higher
(not entered because basis is < 10)

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

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

The SPOTsuccess program, whereby teachers recognize teachers, is implemented to foster collegial recognition.
At Flagami Elementary School, we aim to elevate the teaching profession by focusing on preparing, developing, and rewarding effective teachers by implementing Teacher Appreciation activities throughout the school year.

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

Novice/new teachers are paired according to subject/grade level. Preference is given to those teachers who demonstrate commitment to our mission/vision/values and have experience in clinical supervision.
Mentoring time is provided through creative scheduling, allocating up to 1 and ½ hours per day of common time. Additionally, Title I substitute dollars have been allocated to provide time for observation/feedback sessions for mentors/mentees.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

The MTSS/RtI Leadership Team has met with the Educational Excellence School Advisory Council (ESSAC) and principal to help develop the SIP. The team provided data on all Tier targets: academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction. The team facilitated the development of a systematic approach to teaching and aligned processes and procedures.

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

The MTSS/RtI team will meet on a weekly basis to discuss student needs as identified by classroom teachers. The MTSS/RtI team will review progress monitoring data at a grade level and classroom level

to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will collaborate regularly, problem solve, share effective best practices, evaluate implementation, make decisions, and practice new processes and skills.

MTSS/RtI is an extension of Flagami Elementary School's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. Specifically, the MTSS/RtI team includes Gladys E. Trujillo, Assistant Principal, Maria Arguelles, School Psychologist, Alina Bermudez, School Social Worker, Awilda O. Lam, Reading Coach, Aymee Vives, School Counselor, Patricia Faget, ESOL Department Chairperson, SPED representative (as appropriate) and classroom teacher.

Principal/Assistant Principal: Provides a common vision for the use of data-based decision making, ensures that the Flagami Elementary school MTSS/RtI based team is implementing the RtI process efficiently and correctly, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

General Education Teacher: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Exceptional Student Education (ESE) /English Language Learners (ELL) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coach: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development and provides support for assessment and implementation monitoring.

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

Student Services Personnel (Guidance Counselor/School Social Worker): 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 Flagami Elementary Schools and families to support the child's academic, emotional, behavioral, and social success.

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

Targeted member of the MTSS/RtI team participated in various professional development workshops to refine their skills and build capacity for implementation. They will share their new knowledge at the opening of schools meeting which will include an update of the RtI model. Additional professional development will be provided to teachers on a grade-level basis during grade level meetings.

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

Data sources will consist of formative and summative data such as FAIR, Reading Plus, Interim Assessments, Lexia Core 5, Unit & Benchmark Assessment Tests, CELLA, FCAT, BIP (Behavior Intervention Plan) and FAB (Functional Assessment of Behavior). This data will be utilized to establish both individual student as well as school-wide needs. The data will be used to escalate services as needed.

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

Effective, actively involved, and resolute leadership will consistently provide visible connections, between a MTSS/RtI framework with district and school mission statements and organizational improvement efforts.
Training will be provided for all staff members in the MTSS/RtI problem solving at Tiers 1, 2, and 3, using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan. Support will also be provided for Flagami Elementary School staff to understand the basic MTSS/RtI principles and procedures, providing them with a network of ongoing support through the MTSS/RtI team.
Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes will be fostered and maintained.

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: 6,720

30 minutes, four times per week is provided to extend learning in the morning for selected students in grades 3-5 over the course of 24 weeks.
60 minutes, two times per week is provided to enrich learning after school for student in grades 2-5 over the course of 32 weeks.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

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

Extended learning is provided in the morning Monday through Thursday in the areas of reading and math. This small group tutorial is funded through a combination of Title I and Title III funding sources. Classroom teachers will serve as tutors for their own homeroom students. Re-teaching of standards already taught, but not mastered, will comprise the bulk of instruction. Unit tests and mini-benchmark assessments administered during the classroom routine will confirm mastery of previously missed skills.
Enrichment programs consist of Flagami Elementary Chorus and Drama Clubs. Students work on developing skills that will be showcased in two school performances, one during the holiday season and one Spring Review.

Who is responsible for monitoring implementation of this strategy?

Pre and post measures of progress will be disaggregated from Baseline to Winter Interim assessments. Ongoing progress monitoring data will be collected following lessons based upon identified deficiencies from baseline testing. A comparison between Baseline and Fall Interim's will also serve to guide instruction and determine efficacy.
Qualitative measures through student performance will serve as a measure of progress. This exposure to the arts will serve to help raise the percent of students meeting high performance on the administration of the 2014 FCAT 2.0.
The Literacy Leadership Team will monitor the implementation of these strategies on a monthly basis.

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Kathleen P. Caballero	Principal
Gladys E. Trujillo	Assistant Principal
Awilda Oyola Lam	Reading Coach
Marlene Lopez	Kindergarden Grade Level Chairperson
Vanessa Perez	1st Grade Level Chairperson
Marilyn Crawford	2nd Grade Level Chairperson
Mabel Ochoa	3rd Grade Level Chairperson

Name	Title
Yolanda Sturla Castaneira	4th Grade Level Chairperson
Margarita DuBreuil	5th Grade Level Chairperson
Patricia Faget	Special Area Chairperson
Carmen Reyes	ESE Chairperson
Aymee Vives	Guidance Counselor

How the school-based LLT functions

(A) Planning for effective implementation of the Florida Continous Improvement Model (FCIM) and maintaining the quality and integrity of the School Improvement Plan. (B) Making decisions about the best practices for literacy instruction in their school based on a common understanding of literacy theory and current research. (C) Developing efficient schedules for collecting, submitting and analyzing assessment data. (D) Coordinating the initial training and continued professional development for classroom teachers.

Major initiatives of the LLT

The purpose of the Literacy Leadership Team is to create a capacity of reading knowledge and proficiency within the school building and focus on areas of literacy concern schoolwide. The major initiatives for the LLT this year will be to ensure that the curriculum and instructional strategies are implemented schoolwide to enhance student achievement.
The main areas of focus is to provide embedded collaborative planning and professional development aimed at increasing rigor as required by the Common Core State Standards (CCSS).

Every Teacher Contributes to Reading Instruction

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

Flagami Elementary School has built a school wide culture of reading engagement. By promoting high levels of student engagement through the Accelerated Reader program, we have developed and maintained a school wide initiative that is dedicated to the reading improvement of every child not only in their classroom but school wide.
New versions of Reading Plus and Lexia Core5 will be utilized with fidelity. These new versions have dramatically expanded their scope and have been correlated to the CCSS with increased rigor. Teachers will work with parents to ensure that they become partners in ensuring that students meet time requirements. Teachers will consistently review reports to determine specific needs for differentiated instruction and for developing flexible groups.

Preschool Transition

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

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

Title I Administration assists Flagami Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. A Prekindergarten SPED mainstream program is also on-site at Flagami Elementary and provides opportunity for

meaningful transition to kindergarten for SWD and role model students. A kindergarten Open House was held every Spring in conjunction with early registration.

Registration for VPK will begin in April, 2014. Pre-kindergarten Open House for the 2014-2015 school year will take place Wednesday, May 14th. Kindergarten registration will begin in January, 2014. Parents are provided with registration packets with information on documentation on what is needed for registration. Kindergarten Open House will be held on Wednesday, May 21st. Parents and future students will be provided with an overview of expectations, information on how to enhance preparation for kindergarten. They were also given a tour of Flagami Elementary School. All incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed with the Florida Kindergarten Readiness Screener (FLKRS) which will be used to assess basic academic skill development and academic school readiness of incoming students. FLKRS is administered to assess the readiness of each child for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System™ (ECHOS™) and the first two measures of the Florida Assessment for Instruction in Reading (FAIR) for kindergarten (Letter Naming Fluency and Initial Sound Fluency) to gather information on a child's development in emergent literacy. The on-line CELLA will be used to ascertain English language skills of incoming students. Flagami Elementary will expand the "Welcome to Kindergarten" program to build partnerships with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at Flagami Elementary School. We will also utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready School Partnership. The partnership will identify school-specific strategies from the "Transition Toolkit" (developed by PK/Elementary and community partners) to meet the needs of the local community. The office staff will also be directed to distribute "Smooth Sailing" kindergarten preparation brochures and other documents to interested parents throughout the year.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

NOT APPLICABLE

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

NOT APPLICABLE

Strategies for improving student readiness for the public postsecondary level

NOT APPLICABLE

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	62%	60%	No	66%
American Indian				
Asian				
Black/African American				
Hispanic	61%	60%	No	65%
White	78%	0%	No	80%
English language learners	58%	49%	No	63%
Students with disabilities	37%	31%	No	43%
Economically disadvantaged	62%	59%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	77	32%	38%
Students scoring at or above Achievement Level 4	62	26%	28%

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%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		79%	81%
Students in lowest 25% making learning gains (FCAT 2.0)		82%	84%

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)	122	52%	57%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	48	20%	28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	63	26%	33%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		0%	0%

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	39	53%	58%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		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	64%	65%	Yes	68%
American Indian				
Asian				
Black/African American				
Hispanic	64%	65%	Yes	68%
White	78%	0%	No	80%
English language learners	64%	66%	Yes	68%
Students with disabilities	34%	38%	Yes	41%
Economically disadvantaged	63%	65%	Yes	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	33%	37%
Students scoring at or above Achievement Level 4	71	30%	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%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		82%	84%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		86%	87%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	*[data excluded for privacy reasons]*		0%
Middle school performance on high school EOC and industry certifications	*[data excluded for privacy reasons]*		0%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

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	19	22%	26%
Students scoring at or above Achievement Level 4	18	20%	22%

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%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

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)	2		3
Participation in STEM-related experiences provided for students	394	42%	44%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

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	30	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	17	3%	2%
Students who are not proficient in reading by third grade	30	40%	36%
Students who receive two or more behavior referrals	68	14%	13%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	16	3%	2%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Please see schools PARENT INVOLVEMENT PLAN

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
n/a	n/a	n/a%	n/a%

Area 10: Additional Targets

Additional targets for the school

n/a

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
n/a	n/a	n/a%	n/a%

Goals Summary

G1.   Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above on the 2014 FCAT Reading 2.0 from 60% by 6 percentage points to 66%.

G2.   Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above on the 2014 FCAT Mathematics 2.0 from 65% by 3 percentage points to 68%.

G3.   Our goal for the 2013-2014 school year is to increase the number of students scoring a 3.5 or above on the 2014 FCAT Writing 2.0 from a 53% by 5 percentage points to 58%.

G4.   Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above on the 2014 FCAT Science 2.0 from 22% by 4 percentage points to 26%.

G5.   Our goal is to increase the number of STEM-related experiences provided for students by 50%.

G6.   In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time from 6% by 1 percentage point to 5%.

Goals Detail

G1. Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above on the 2014 FCAT Reading 2.0 from 60% by 6 percentage points to 66%.

Targets Supported

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

Resources Available to Support the Goal

- Accelerated Reader

- Reading Plus

- Lexia Core5

- McGraw-Hill Wonders Reading Series

- Title III funds for Extended Learning Opportunities

Targeted Barriers to Achieving the Goal

- Performance data from the 2013 FCAT Reading 2.0 indicates that 60% of students scored at a Level 3. Students demonstrated a deficiency in Reporting Category 4 – [LA.3-5.6.1.1] Students have demonstrated difficulty in reading and organizing informational text and text features in performing a task due to limited exposure to informational text.

- Performance data from the 2013 FCAT Reading 2.0 indicates that our 49% of ELL, 60% of Hispanic, 59% of Economically Disadvantaged (ED), and 31% SWD students demonstrated a deficiency in Reporting Category 1 – [LA.3-5.1.6.9] which is multiple meaning in context, vocabulary [NGSSS]. Students experienced difficulty in determining the meaning of words, and phrases as used in text and in distinguishing literal from non-literal [Domain 2, CCCS.ELA-Literacy RL.3.4.].

- Performance data from the 2013 FCAT Reading 2.0 indicates that 26% of students scored at a Level 4 or above. Students demonstrated a deficiency in Reporting Category 3 – [LA.3-5.2.2.1]; explain and identify the purpose of text features. Students experienced difficulty comparing and contrasting stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics. [Domain 3, CCCS.ELA-Literacy RL.5.9].

- Performance data from the 2013 FCAT Reading 2.0 indicates that 79 % of students made learning gains. Students demonstrated a deficiency in Reporting Category 1 – [LA.3-5.1.6.9]; multiple meaning in text. Students experienced difficulty analyzing words in text. Students need practice in determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area.

- Performance data from the 2013 FCAT Reading 2.0 indicates that 82% of students in the lowest 25% made learning gains. Students demonstrated a deficiency in Reporting Category 2 – [LA.3-5.1.7.3]; Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order.

- Performance data from the 2013 CELLA indicate that 52% of our ELL students demonstrated proficiency in Listening/Speaking. This is probably due to a lack of participation in activities that increase their skills in Listening and Speaking.

- Performance data from the 2013 CELLA indicate that 20% of our ELL students demonstrated proficiency in Reading. Students need increase opportunities with various reading text, to expand their knowledge base and foundational reading skills.

- Performance data from the 2013 CELLA indicate that 26% of our ELL students demonstrated proficiency in Writing. Students require additional opportunities writing across the curriculum to develop basic writing skills.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the LLT will schedule data chats to review quarterly reports from Interim Assessments, along with monthly assessment data in order to monitor students' progress towards reading proficiency and adjust instruction as needed.

Person or Persons Responsible
Literacy Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Summative Assessment: 2014 FCAT READING 2.0

G2. Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above on the 2014 FCAT Mathematics 2.0 from 65% by 3 percentage points to 68%.

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
- Gizmos

- Reflex Math

- Scotts-Foresman Go Math!

Targeted Barriers to Achieving the Goal
- Performance data from the 2013 FCAT Mathematics 2.0 indicates that 65% of students scored at a Level 3. Students experienced difficulty in Reporting Category of Fractions in Grade 3, due to a lack of practice with the use of measurement and fractions.

- Performance data from the 2013 FCAT Mathematics 2.0 indicates that 30% of students scored at a Level 4 or above. Students in grades 4 students experienced difficulty in the Reporting Category of Operations and Problems in Grade 5 students experienced difficulty in the Reporting Category of Expressions, Equations, and Statistics due to a need for more practice with gaining mathematical fluency and problem solving proficiency in the areas of multi-digit multiplication, patterns, expressions, real-world problems and equations.

- Performance data from the 2013 FCAT Mathematics 2.0 indicates that 82% of students made learning gains. Students in Grade 5 experienced difficulty in Reporting Category Geometry and Measurement. Students require additional practice with grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area.

- Performance data from the 2013 FCAT Mathematics 2.0 indicates that 86% of students in the lowest 25%, made learning gains. Students in Grade 4 demonstrated weakness in Reporting Category of Base 10 and Fractions. Students need additional opportunities to verify the reasonableness of number operation results, including in problem solving situations.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the LLT will schedule data chats to review reports from Interim Assessments, along with monthly assessment data in order to monitor students' progress.

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Summative: 2014 FCAT Mathematics 2.0

G3. Our goal for the 2013-2014 school year is to increase the number of students scoring a 3.5 or above on the 2014 FCAT Writing 2.0 from a 53% by 5 percentage points to 58%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Writing Journals
- Mc-Graw Hill Wonders Writing Program

Targeted Barriers to Achieving the Goal
- Performance data from the 2013 FCAT Writing 2.0 indicates that 39% of fourth grade students scored at a Level 3.5. Students demonstrated a deficiency in writing essays.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the LLT will schedule data chats to review monthly assessment data and District Writing Assessment data in order to monitor students' progress in writing.

Person or Persons Responsible
Literacy Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Summative Assessment: 2014 FCAT Writing 2.0

G4. Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above on the 2014 FCAT Science 2.0 from 22% by 4 percentage points to 26%.

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Gizmos

Targeted Barriers to Achieving the Goal
- Performance data from the 2013 FCAT Science showed that students in grade 5 scoring a Level 3 and Level 4 demonstrated deficiency in the area of Nature of Science due to a lack of ability to evaluate investigations and experiments, organize, interpret, and analyze data, identify a control group, distinguish between observations and opinions, and defend conclusions.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the MTSS/RtI will schedule data chats to review reports from Interim Assessments, along with monthly assessment data in order to monitor students' progress.

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Summative: 2014 FCAT Science 2.0

G5. Our goal is to increase the number of STEM-related experiences provided for students by 50%.

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Students lack sufficient opportunites to engage in the problem-solving process and in project-based learning.

Plan to Monitor Progress Toward the Goal

Following FCIM model, the MTSS/RtI Team will review data from Interim Assessments at grade level meetings to determine that progress is being made and to help teachers adjust instruction as needed..

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Summative: 2014 FCAT Science 2.0

G6. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time from 6% by 1 percentage point to 5%.

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- School Counselor
- School Social Worker

Targeted Barriers to Achieving the Goal
- In 2012-2013 school year, 14% of students received two or more behavior referrals. Of those students, 3% received a suspension.
- In the 2012-2013 school year, 6% of students had excessive absences, missing 10% or more instructional time.

Plan to Monitor Progress Toward the Goal

MTSS/RtI Team will meet quarterly to review suspension and referral reports and monitor for decrease in the number of referrals and suspensions.

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Suspension/referral reports

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above on the 2014 FCAT Reading 2.0 from 60% by 6 percentage points to 66%.

G1.B1 Performance data from the 2013 FCAT Reading 2.0 indicates that 60% of students scored at a Level 3. Students demonstrated a deficiency in Reporting Category 4 – [LA.3-5.6.1.1] Students have demonstrated difficulty in reading and organizing informational text and text features in performing a task due to limited exposure to informational text.

G1.B1.S1 Students will be given the opportunities to read and organize informational text and text features to perform a task.

Action Step 1

Instruction will be focused on using real-world documents such as, how-to articles, flyers, and websites by using text features to locate, interpret, and organize information

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Plus reports

Facilitator:

Reading Plus Representative

Participants:

Classroom Teacher

Action Step 2

Time for Kids non-fiction articles and editorials will be used for instruction.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work Teacher-generated assessments Weekly benchmark assessments

Action Step 3

Instructional strategies will be used include text feature chart and text feature analysis.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student work Teacher-generated assessments Weekly benchmark assessments

Action Step 4

Use of Reading Plus on a weekly basis by students in grades 3 -5. Students will be required to complete three 30 minute sessions per week.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Reading Plus reports

Facilitator:

Reading Plus Representative

Participants:

Classroom Teacher

Action Step 5

Reading Plus reports and the Administrative Dashboard will be monitored on a daily basis to ensure fidelity for students in grades 3-5. A system of rewards and consequences will be implemented.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Daily

Evidence of Completion

Reading Plus Reports

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

Utilizing the Florida Continuous Improvement Model, data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Adminstrative Team

Target Dates or Schedule

Classroom Walkthroughs, Grade-Level Meetings, and Data Chats

Evidence of Completion

Weekly Benchmark Assessments Unit Assessments

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model bi-weekly assessments data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessments

G1.B2 Performance data from the 2013 FCAT Reading 2.0 indicates that our 49% of ELL, 60% of Hispanic, 59% of Economically Disadvantaged (ED), and 31% SWD students demonstrated a deficiency in Reporting Category 1 – [LA.3-5.1.6.9] which is multiple meaning in context, vocabulary [NGSSS]. Students experienced difficulty in determining the meaning of words, and phrases as used in text and in distinguishing literal from non-literal [Domain 2, CCCS.ELA-Literacy RL.3.4.].

G1.B2.S1 Students will be given increased opportunities in determining the meaning of words, and phrases as used in text and in distinguishing literal from non-literal.

Action Step 1

Instruction will include the use of concept maps to build general knowledge of word meanings and relationships, context clues will be used to assist students to recognize synonyms and antonyms, and to recognize examples and non-examples of word relationships.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student-generated work Benchmark assessments Unit assessments

Action Step 2

Instruction should also be focused on building skills in understanding connotative language as it relates to vocabulary and providing opportunities for students to practice responding utilizing text-based evidence.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student-generated work Benchmark assessments Unit assessments

Action Step 3

Title III tutorials will be used, as permitted by the grant, to extend learning beyond the school day.

Person or Persons Responsible

Selected Classroom Teachers

Target Dates or Schedule

December - April 2014

Evidence of Completion

Attendance Rosters Student-generated work Benchmark assessments Unit assessments

Action Step 4

Computer lab will be opened for 1/2 hr. prior to the school day to provide ED, Hispanic, and ELL students with access to researched-based technology programs.

Person or Persons Responsible

Selected Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Rosters

Action Step 5

Students will engage in Reading Plus and/or Lexia Core5 based on their ELL level (if applicable) and the Administration Period AP1 FAIR scores

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Reading Plus reports Weekly Lexia reports AP2 and AP3 FAIR Data

Facilitator:

Reading Plus Representative

Participants:

Classroom Teachers

Action Step 6

A push-in model of support will be provided to ELL and SPED students to address the needs of these students in an inclusive classroom setting. Accommodations and modifications will be made to comply with the IEPs of SPED students.

Person or Persons Responsible

ESOL/SPED teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Master schedule, Individualized Educational Plans (IEPs)

Action Step 7

Students will incorporate the use of the vocabulary/grammar book, Wordly Wise, to build their vocabulary strategies to determine the meaning of words or phrases as used in text.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student-generated work Teacher-generated assessments Weekly Benchmark assessments Unit assessments

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

Following FCIM model, the LLT will review data from the bi-weekly benchmark assessments at grade level meetings to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Classroom Walkthroughs Grade Level Data Chats

Evidence of Completion

District Interim Assessments Reading Plus and Lexia Core5 Reports

Plan to Monitor Effectiveness of G1.B2.S1

Following FCIM model,the LLT will review data from the weekly benchmark assessments and unit assessments at grade level meetings to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Grade Level Meetings

Evidence of Completion

Grade Level Minutes Formative Assessments: McGraw-Hill Wonders Reading Series Weekly Benchmark Assessments, District Interim Assessments

G1.B3 Performance data from the 2013 FCAT Reading 2.0 indicates that 26% of students scored at a Level 4 or above. Students demonstrated a deficiency in Reporting Category 3 – [LA.3-5.2.2.1]; explain and identify the purpose of text features. Students experienced difficulty comparing and contrasting stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics. [Domain 3, CCCS.ELA-Literacy RL.5.9].

G1.B3.S1 Students will be provided with guided instruction and increased opportunities to compare and contrast stories in the same genres and to explain and identify the purpose of text features.

Action Step 1

Instruction will include the use of multiple genres such as biographies, diary entries, etc., to identify and interpret the elements of structure within and across texts and to compare and contrast texts.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student-generated work Teacher-generated assessments Weekly Benchmark assessments Unit Assessments

Action Step 2

Students will practice returning to the text and generating answers derived from text-based evidence.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student-generated work Teacher-generated assessments Weekly Benchmark assessments Unit Assessments

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

Following FCIM model, the LLT will review data from the bi-weekly benchmark assessments at grade level meetings to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Classroom Walkthroughs Grade Level Meetings

Evidence of Completion

District Interim Assessments Reading Plus and Lexia Core5 reports

Plan to Monitor Effectiveness of G1.B3.S1

Following FCIM model,the LLT will review data from the bi-weekly benchmark assessments at grade level meetings to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: McGraw-Hill Wonders Reading Series Weekly Benchmark Assessments, District Interim Assessments

G1.B4 Performance data from the 2013 FCAT Reading 2.0 indicates that 79 % of students made learning gains. Students demonstrated a deficiency in Reporting Category 1 – [LA.3-5.1.6.9]; multiple meaning in text. Students experienced difficulty analyzing words in text. Students need practice in determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area.

G1.B4.S1 Students should be given increased opportunities to analyze words in text an practice in determining the meaning of general academic and domain specifec words and phrases in a text relevant to a topic or subject area.

Action Step 1

Instruction will include the use of word walls, dictionaries, context clue charts, concept of definition maps and the grammar/vocabulary book, Wordly Wise.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Assessments Teacher-generated assessments Unit assessments

Action Step 2

Students will use Reading Plus three times per week to increase comprehension skillls.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Reading Plus reports

Facilitator:

Reading Plus Representative

Participants:

Classroom Teacher

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

Following FCIM model, the LLT will review data from the bi-weekly benchmark assessments at grade level meetings to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Classroom Walkthroughs Grade Level Meetings

Evidence of Completion

District Interim Assessments Reading Plus reports

Plan to Monitor Effectiveness of G1.B4.S1

Following FCIM model,the LLT will review data from the weekly benchmark assessments and unit assessments at grade level meetings to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: McGraw-Hill Wonders Reading Series Weekly Benchmark Assessments, District Interim Assessments

G1.B5 Performance data from the 2013 FCAT Reading 2.0 indicates that 82% of students in the lowest 25% made learning gains. Students demonstrated a deficiency in Reporting Category 2 – [LA.3-5.1.7.3]; Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order.

G1.B5.S1 Students require additional support and instruction in identifying the main idea, relevant supporting details, strongly implied message, inference, and chronological order.

Action Step 1

Instruction will include literature and informational text of increasing text complexity to help students become independent and proficient readers using text-based evidence for their responses.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student-generated work Weekly Benchmark Assessments Teacher-generated assessments Unit Assessments

Action Step 2

Instruction will include the administration and debriefing of cold reads embedded in the McGraw-Hill Wonders Reading Series.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student-generated work Weekly Benchmark Assessments Teacher-generated assessments Unit Assessments

Facilitator:

District Reading Facilitators; District Reading Webinars

Participants:

Classroom Teacher

Action Step 3

Daily small group intervention provided through McGraw-Hill WonderWorks intervention program.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Intervention Assessments Ongoing Progress Monitoring

Facilitator:

District Webinars

Participants:

Classroom Teacher

Action Step 4

Students will participate in Accelerated Reader program to provide additional support in identifying the main idea, relevant supporting details, strongly implied message, inference, and chronological order.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Accelerated Reader Report

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

Following FCIM model, the LLT will review data from the bi-weekly benchmark assessments at grade level meetings to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Classroom Walkthroughs Grade Level Meetings

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G1.B5.S1

Following FCIM model,the LLT will review data from the bi-weekly benchmark assessments and unit assessments at grade level meetings to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: McGraw-Hill Wonders Reading Series Weekly Benchmark Assessments, District Interim Assessments

G1.B6 Performance data from the 2013 CELLA indicate that 52% of our ELL students demonstrated proficiency in Listening/Speaking. This is probably due to a lack of participation in activities that increase their skills in Listening and Speaking.

G1.B6.S1 ELL students will be provided with increased opportunity to develop listening and speaking skills.

Action Step 1

Students will be provided with increased opportunities to participate in read-alouds, role-playing (Reader's Theatre) and to model think-alouds. Students will also participate in cooperative learning groups,

Person or Persons Responsible

Classroom Teacher/ESOL Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher observation

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

Following FCIM model, the MTSS/RtI Team will review data from the bi-weekly benchmark assessments at grade level meetings to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Classroom Walkthroughs Grade Level Meetings

Evidence of Completion

Grade Level Minutes Lexia Core5 Reports

Plan to Monitor Effectiveness of G1.B6.S1

Following FCIM model, the MTSS/RtI Team will review data from the bi-weekly benchmark assessments at grade level meetings to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: McGraw-Hill Reading Wonders Unit Assessments District Interim Assessments

G1.B7 Performance data from the 2013 CELLA indicate that 20% of our ELL students demonstrated proficiency in Reading. Students need increase opportunities with various reading text, to expand their knowledge base and foundational reading skills.

G1.B7.S1 ELL students require additional opportunities to read and comprehend in English.

Action Step 1

Differentiated Instruction will be employed to address individual need utilizing CRISS strategies, and strategies such as chunking.

Person or Persons Responsible

Classroom Teacher/ESOL Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lexia Core5 reports Imagine Learning reports Teacher observation

Action Step 2

K-W-L Charts and graphic organizers from the McGraw-Hill Wonders Reading series will be utilized to build background knowledge.

Person or Persons Responsible

Classroom Teacher/ESOL Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lexia Core5 reports Imagine Learning reports Teacher observation Weekly benchmark assessments

Facilitator:

District Reading Facilitator District Webinars

Participants:

Classroom Teacher/ESOL Teacher

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

Following FCIM model, the LLT will review data from weekly benchmark assessments and technology program reports at grade level meetings to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Lexia Core5 reports Imagine Learning reports

Plan to Monitor Effectiveness of G1.B7.S1

Following FCIM model,the LLT will review data from the weekly benchmark assessments and technology program reports at grade level meetings to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: McGraw-Hill Wonders Reading Series Weekly Benchmark Assessments, District Interim Assessments.

G1.B8 Performance data from the 2013 CELLA indicate that 26% of our ELL students demonstrated proficiency in Writing. Students require additional opportunities writing across the curriculum to develop basic writing skills.

G1.B8.S1 Students require additional time to practice academic writing.

Action Step 1

Students will be provided with guided practice in developing and using graphic organizers.

Person or Persons Responsible

Classroom Teacher/ESOL Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher observation Monthly writing samples

Action Step 2

Students will maintain a Reading Response Log and will illustrate and label key concepts when involved in writing activities.

Person or Persons Responsible

Classroom Teacher/ESOL Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Response Log Teacher observation Rubrics utilized during instruction

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

Following FCIM model, the LLT will review data from the weekly and monthly writing benchmark assessments at grade level meetings to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Classroom Walkthroughs Grade Level Meetings

Evidence of Completion

Monthly Writing Prompts McGraw-Hill Writing Analytical Responses

Plan to Monitor Effectiveness of G1.B8.S1

Following FCIM model, the LLT will review data from the weekly and monthly writing benchmark assessments at each grade level meeting to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Writing Prompts McGraw-Hill Writing Analytical Responses

G2. Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above on the 2014 FCAT Mathematics 2.0 from 65% by 3 percentage points to 68%.

G2.B1 Performance data from the 2013 FCAT Mathematics 2.0 indicates that 65% of students scored at a Level 3. Students experienced difficulty in Reporting Category of Fractions in Grade 3, due to a lack of practice with the use of measurement and fractions.

G2.B1.S1 Students will have increased and varied opportunities to practice real world measurements, such as length, time, and temperature, and to explore geometric relationships. Students will identify a fraction, including fractions greater than one, using area, set, and linear models.

Action Step 1

Students will engage in weekly measurement and /or geometric activity with increasing levels of complexity, recording measurement results in their journals. Students will also engage in monthly, independently-generated measurement and gemometric activities to demonstrate mastery. Gizmos will be used as a simulation tool.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly benchmark assessments and unit assessments Gizmo reports Mathematics Journals

Facilitator:

Gizmos Representative -Mario Junco

Participants:

Classroom Teacher

Action Step 2

A variety of real-world lessons will be developed to assist students to add and subtract fractions with both like and unlike denominators, use models, add and subtract decimals, and order fractions. Gizmos will be used as a simulation tool.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly benchmark assessments and unit assessments Gizmo reports

Facilitator:

Gizmos Representative - Mario Junco

Participants:

Classroom Teacher

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

Following FCIM model,the MTSS/RtI Team will review data from the bi-weekly benchmark assessments at grade level meetings to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Grade Level Meetings

Evidence of Completion

Grade Level Meeting Minutes Formative: District Interim Assessments

Plan to Monitor Effectiveness of G2.B1.S1

Following FCIM model, the MTSS/RtI Team will review data from unit assessments at grade level meetings to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Grade Level Minutes Formative Assessments: Scott-Foresman Go Math! Unit Assessments, District Interim Assessments

G2.B1.S2 Teachers in grade 3 did not adhere to the pacing guide and fell behind prior to the administration of the Winter Interims. The pacing of instruction will be closely monitored and tutorial time will be devoted to closing gaps in instruction.

Action Step 1

The pacing guide guide will be closely adhered through weekly grade level meetings.

Person or Persons Responsible

Grade Level Chairperson, Instructional Coach and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans will reflect adherence to the District Pacing Guide in Mathematics.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2 Performance data from the 2013 FCAT Mathematics 2.0 indicates that 30% of students scored at a Level 4 or above. Students in grades 4 students experienced difficulty in the Reporting Category of Operations and Problems in Grade 5 students experienced difficulty in the Reporting Category of Expressions, Equations, and Statistics due to a need for more practice with gaining mathematical fluency and problem solving proficiency in the areas of multi-digit multiplication, patterns, expressions, real-world problems and equations.

G2.B2.S1 Students will be given increased and varied opportunities to increase mathematical fluency and problem solving proficiency in the area of multi-digit muliplication, patterns, expressions, and equations.

Action Step 1

Students will be engaged in activities that will lead to mastery in multiplying multi-digit whole numbers, including solving real-world problems and checking reasonableness of results.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Math journals Weekly benchmark assessments Unit assessments

Action Step 2

Students will be engaged in journaling and discussion activities that center around questions such as why and how. These activities will guide students to discover mathematical relationships and to use appropriate vocabulary to discuss these relationships.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Math journals Weekly benchmark assessments Unit assessments

Action Step 3

Students will utitize the REFLEX program to increase fluency in basic math computation.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

REFLEX reports Weekly benchmark assessments Unit assessments

Action Step 4

The computer lab will be staffed and utilized to ensure that all students have the opportunity to access and complete Reflex assignments.

Person or Persons Responsible

MTSS/RtI Team. Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Reflex reports and computer schedule.

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

Following FCIM model, the MTSS/RtI Team will review data from the bi-weekly benchmark assessments at each grade level meeting to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G2.B2.S1

Following FCIM model,the MTSS/RtI Team will review data from the unit assessments at each grade level meeting to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Grade Level Minutes Formative Assessments: Scott-Foresman Go Math! Unit Assessments, District Interim Assessments

G2.B3 Performance data from the 2013 FCAT Mathematics 2.0 indicates that 82% of students made learning gains. Students in Grade 5 experienced difficulty in Reporting Category Geometry and Measurement. Students require additional practice with grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area.

G2.B3.S1 Students will be given increased opportunities to increase mathematical fluency and problem solving skills in determining the area of measurement conversions, area and volume, and coordinate plane by providing time to practice and applying learned concepts in real-life situations.

Action Step 1

Students will develop an awareness of their proficiency and will monitor their own mathematical fluency progress by maintaining data folders with data generated from weekly, unit, and/or District Interim Assessments.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Folders

Action Step 2

As permitted by the grant, Title III tutorials will be used to extend learning beyond the school day to increase the opportunity for mathematical fluency and problem solving skills in measurement and real-life application of learned concepts.

Person or Persons Responsible

Selected Classroom Teachers

Target Dates or Schedule

December-April 2014

Evidence of Completion

Attendance rosters

Action Step 3

Students will practice solving equations and analyzing data through embedded simulation tools and video clips available to teachers to build comprehension of specific mathematical constructs.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly assessments Unit assessments

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

Following FCIM model,the MTSS/RtI Team will review data from the bi-weekly benchmark assessments at grade level meeting to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Grade Level Meeting Minutes Formative: District Interim Assessments

Plan to Monitor Effectiveness of G2.B3.S1

Following FCIM model,the MTSS/RtI Team will review data from unit assessments at grade level meetings to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Grade Level Minutes Formative Assessments: Scott-Foresman Go Math! Unit Assessments, District Interim Assessments

G2.B4 Performance data from the 2013 FCAT Mathematics 2.0 indicates that 86% of students in the lowest 25%, made learning gains. Students in Grade 4 demonstrated weakness in Reporting Category of Base 10 and Fractions. Students need additional opportunities to verify the reasonableness of number operation results, including in problem solving situations.

G2.B4.S1 Students will be given increased and varied opportunities to compare and order commonly used fractions, to identify an equivalent fraction when the given fraction is in simplest form and relate halves and fourths to percents and percents to halves or fourths.

Action Step 1

The lowest performing students in grades 3-5 will be identified and provided with differentiated instruction utitlizing technology programs such as Riverdeep and REFLEX to address their instructional needs.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

REFLEX and Riverdeep Reports Weekly assessments Unit assessments

Facilitator:

Riverdeep Representative - David Perez

Participants:

Classroom Teacher

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

Following FCIM model,the MTSS/RtI Team will review data from the bi-weekly benchmark assessments at grade level meeting to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Grade Level Meeting Minutes Formative: District Interim Assessments

Plan to Monitor Effectiveness of G2.B4.S1

Following FCIM model,the MTSS/RtI Team will review data from unit assessments at grade level meetings to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Grade Level Minutes Formative Assessments: Scott-Foresman Go Math! Unit Assessments, District Interim Assessments

G3. Our goal for the 2013-2014 school year is to increase the number of students scoring a 3.5 or above on the 2014 FCAT Writing 2.0 from a 53% by 5 percentage points to 58%.

G3.B1 Performance data from the 2013 FCAT Writing 2.0 indicates that 39% of fourth grade students scored at a Level 3.5. Students demonstrated a deficiency in writing essays.

G3.B1.S1 Students need additional support to develop focus, organization, support and fluency skills in writing a essay.

Action Step 1

Students will be given instruction in developing a prewriting plan that includes: main idea, descriptive details, characters, sequence of events, setting, figurative language, transitional words and phrases, etc., that are appropriate to produce fluency and cohesiveness in writing.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Writing Journals Monthly Writing Assessments Mini-Lessons

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

Following FCIM model, the LLT will review data from the monthly assessments at grade level meeting to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Writing journals Monthly Writing Assessments

Plan to Monitor Effectiveness of G3.B1.S1

Following FCIM model,the LLT will review data from unit assessments at grade level meetings to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Grade Level Minutes Formative Assessments: McGraw-Hill Wonders Writing Assessments, District Writing Assessments

G4. Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above on the 2014 FCAT Science 2.0 from 22% by 4 percentage points to 26%.

G4.B1 Performance data from the 2013 FCAT Science showed that students in grade 5 scoring a Level 3 and Level 4 demonstrated deficiency in the area of Nature of Science due to a lack of ability to evaluate investigations and experiments, organize, interpret, and analyze data, identify a control group, distinguish between observations and opinions, and defend conclusions.

G4.B1.S1 Students will be given increased opportunities to practice and increase their ability ability to evaluate investigations and experiments, organize, interpret, and analyze data, identify a control group, distinguish between observations and opinions, and defend conclusions.

Action Step 1

Extended learning time will be provided for 5th grade students through a daily 1/2 hour enrichment block called Science Wizards.

Person or Persons Responsible

Selected Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Master Schedule Science Fair Weekly benchmark assessments Unit assessments

Action Step 2

Gizmos simulations will be conducted by the teacher to assist students in developing analytical skills and comprehension of the scientific process.

Person or Persons Responsible

Classroom Teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

Gizmos Reports

Facilitator:

Gizmos Representative - Mario Junco

Participants:

Classroom Teachers.

Action Step 3

Students will maintain science journals to document the results of their science labs inclusive of student-generated conclusions. This will also include hands-on labs conducted in a designated science lab.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Science journals

Action Step 4

Gizmos simulations will be conducted by the teacher to assist students in developing analytical skills and comprehension of the scientific process.

Person or Persons Responsible

Classroom Teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

Gizmos Reports

Facilitator:

Gizmos Representative - Mario Junco

Participants:

Classroom Teachers.

Action Step 5

Students will maintain science journals to document the results of their science labs inclusive of student-generated conclusions. This will also include hands-on labs conducted in a designated science lab.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Science journals

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

Following FCIM model,the MTSS/RtI Team will review data from the bi-weekly benchmark assessments at grade level meeting to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Grade Level Meeting Minutes Formative: District Interim Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Following FCIM model,the MTSS/RtI Team will review data from the bi-weekly benchmark assessments at grade level meeting to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Grade Level Minutes Formative Assessments: Scott-Foresman Unit Assessments, District Interim Assessments

G5. Our goal is to increase the number of STEM-related experiences provided for students by 50%.

G5.B1 Students lack sufficient opportunites to engage in the problem-solving process and in project-based learning.

G5.B1.S1 Students will be given increased and varied opportunities to engage in the problem-solving process and in multiple project-based learning activities.

Action Step 1

All students in grades 2-5 will participate as individuals in the science fair. Parents will participate in a Science Night workshop to preview expectations and to be able to provide support to their child. Projects will be exhibited during Science Fair Night.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

November 2013

Evidence of Completion

Completed Science Fair Project and rubric Science Night sign-in sheet

Action Step 2

Students in the gifted program will plant and maintain an additional Butterfly Garden. All students will have the opportunity to observe and learn from this natural environment. This will serve to reinforce student knowledge in the area of Nature of Science. Students will keep a class photograph/drawing journal to record observations.

Person or Persons Responsible

Gifted Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Butterfly Garden Class photograph/drawing journal

Action Step 3

STEM-related experiences will be increased by student participation in relevant field trips such as Biscayne Nature and MAST Academy Landsharc and Weather on Wheels Mobile Science Labs.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

January - April 2014

Evidence of Completion

Field trip roster

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

Following FCIM model, the MTSS/RtI Team will review data from Interim Assessments at grade level meetings to determine that progress is being made and to help teachers adjust instruction as needed..

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G5.B1.S1

Following FCIM model, the MTSS/RtI Team will review data from Interim Assessments at grade level meetings to determine that progress is being made and to help teachers adjust instruction as needed..

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

G6. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time from 6% by 1 percentage point to 5%.

G6.B1 In 2012-2013 school year, 14% of students received two or more behavior referrals. Of those students, 3% received a suspension.

G6.B1.S1 Students will be provided increased opportunities to receive positive recognition.

Action Step 1

Recognize students through the SPOTsuccess program.

Person or Persons Responsible

Classroom Teacher/School Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Monitor SPOTsuccess report by grade level. Principal-issued SPOTsuccess certificates

Action Step 2

The Code of Student Conduct (COSC) will be posted to the school website and students and parents will sign off that they have reviewed the COSC. Teachers will also review the COSC with students and, additionally, with parents during Open House.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Opening of School Open House - August 2013

Evidence of Completion

School Website Signed Acknowledgements of COSC

Action Step 3

A Functional Assessment of Behavior Plan (BIP) will be developed for students at-risk for suspension.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Ongoing as needed

Evidence of Completion

School Suspension Reports

Action Step 4

Teachers will utilize Tier II Behavioral strategies for students receiving two or more behavioral referrals.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing as needed

Evidence of Completion

School Referral Report

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

Students will be provided with recognition to reinforce positive behaviors.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

SPOTsuccess reports SPOTsuccess student certificates Monitor Suspension/Referral Reports

Plan to Monitor Effectiveness of G6.B1.S1

MTSS/RtI Team will meet quarterly to review suspension and referral reports and monitor for decrease in the number of referrals and suspensions.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

SPOTsuccess Reports Suspension/Referral Reports

G6.B1.S2 Students will be provided appropriate behavior intervention strategies and support to decrease COSC violations.

Action Step 1

Teachers will utilize Tier II Behavioral strategies for students receiving two or more behavioral referrals. MTSS/RtI Team will provide support and guidance through the RtI process, if necessary.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing as needed

Evidence of Completion

School Referral Reports

Action Step 2

A Functional Assessment of Behavior Plan (BIP) will be developed for students at-risk for suspension. MTSS/RtI Team will provide support and guidance through the RtI process, if necessary.

Person or Persons Responsible

School Counselor

Target Dates or Schedule

Ongoing as needed

Evidence of Completion

School Referral Reports School Suspension Reports RtI for Behavior

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

MTSS/RtI Team will monitor appropriate reports to ensure that students with behavioral issues are receiving appropriate interventions and the families are receiving support and guidance as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Case Management (SCM) Referrals Student Services Referrals Suspension and Referral Reports Behavioral RtI Log

Plan to Monitor Effectiveness of G6.B1.S2

MTSS/RtI Team will monitor appropriate reports to ensure that the number of behavioral issues and/or referrals are decreasing schoolwide.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Case Management (SCM)Referrals Student Services Referrals Suspension and Referral Reports Behavioral RtI Log

G6.B2 In the 2012-2013 school year, 6% of students had excessive absences, missing 10% or more instructional time.

G6.B2.S1 Students with excessive absences will be targeted to promote consistent attendance.

Action Step 1

Teachers will identify students with excessive absences and follow-up with contact with the parents and referral to the School Counselor. Counselor will provide counseling to the students and will work with families to identify barriers and to provide guidance and incentives for improvement. Referrals will be made to the School Social Worker and Community Involvement Specialist as needed.

Person or Persons Responsible

Classroom Teacher School Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Completed Referral Form Student Services Form

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

School Counselor/MTSS/RtI Team will monitor attendance reports. School counselor will meet with teachers, students, and parents to ensure students are identified and provided needed support.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Completed Referral Form Student Services Form Attendance Reports

Plan to Monitor Effectiveness of G6.B2.S1

MTSS/RtI Team will review District School Attendance Reports quarterly to monitor attendance rates.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

District School Attendance Reports

Coordination and Integration

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

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

Title I, Part A
Flagami Elementary School will provide resources to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, or summer school). The district coordinates with Title II and Title III in ensuring that staff development needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; and special support services to special needs populations such as students with Emotional/Behavior Disorders.
Title I, Part C- Migrant
NOT APPLICABLE
Title I, Part D
NOT APPLICABLE
Title II
The District uses supplemental funds for improving basic education for the students at Flagami Elementary School as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ELL
• training and substitute release time for Professional Development Liaisons (PDL) at Flagami Elementary School focusing on Professional
Learning Community (PLC) development and facilitation, as well as Lesson Student Group implementation and protocols.
Title III
Flagami Elementary will utilize Title III funding to provide tutorial services for English Language Learners students levels one through four.
Title VI, Part B – NA
Title X- Homeless
Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. Flagami Elementary School seeks to ensure a successful educational experience for homeless children by collaborating with the Homeless Assistance Program and with parents and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. The Homeless Liaison works closely with our school registrar on the procedures for enrolling homeless students and with our school counselor on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. Flagami Elementary provides a homeless sensitivity, awareness campaign to all the staff members.
Supplemental Academic Instruction (SAI)
Flagami will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Red Ribbon Week and the D.A.R.E. program support the prevention of violence in and around Flagami Elementary School. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement. In addition, we have implemented a bullying prevention curriculum. This curriculum provides students with an understanding and awareness of the severity and consequences of bullying.

Nutrition Programs

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

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

3) Flagami Elementary School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy

Housing Programs - N/A

NOT APPLICABLE

Head Start

NOT APPLICABLE

Adult Education

NOT APPLICABLE

Career and Technical Education

NOT APPLICABLE

Job Training

NOT APPLICABLE

Other

Parental Involvement

Flagami Elementary involve parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource area in order to inform parents about available programs and their rights under the No Child Left Behind and other referral services. We aim to increase parent engagement/involvement through developing (with on-going parent input) Flagami Elementary Title I compact: Flagami Elementary Title I Parent Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Informal parent surveys are conducted to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc. with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement. Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare to the students at Flagami Elementary School which integrates education, medical and/or social and human services on school grounds. HCiOS services reduce barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above on the 2014 FCAT Reading 2.0 from 60% by 6 percentage points to 66%.

G1.B1 Performance data from the 2013 FCAT Reading 2.0 indicates that 60% of students scored at a Level 3. Students demonstrated a deficiency in Reporting Category 4 – [LA.3-5.6.1.1] Students have demonstrated difficulty in reading and organizing informational text and text features in performing a task due to limited exposure to informational text.

G1.B1.S1 Students will be given the opportunities to read and organize informational text and text features to perform a task.

PD Opportunity 1

Instruction will be focused on using real-world documents such as, how-to articles, flyers, and websites by using text features to locate, interpret, and organize information

Facilitator

Reading Plus Representative

Participants

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Plus reports

PD Opportunity 2

Use of Reading Plus on a weekly basis by students in grades 3 -5. Students will be required to complete three 30 minute sessions per week.

Facilitator

Reading Plus Representative

Participants

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Reading Plus reports

G1.B2 Performance data from the 2013 FCAT Reading 2.0 indicates that our 49% of ELL, 60% of Hispanic, 59% of Economically Disadvantaged (ED), and 31% SWD students demonstrated a deficiency in Reporting Category 1 – [LA.3-5.1.6.9] which is multiple meaning in context, vocabulary [NGSSS]. Students experienced difficulty in determining the meaning of words, and phrases as used in text and in distinguishing literal from non-literal [Domain 2, CCCS.ELA-Literacy RL.3.4.].

G1.B2.S1 Students will be given increased opportunities in determining the meaning of words, and phrases as used in text and in distinguishing literal from non-literal.

PD Opportunity 1

Students will engage in Reading Plus and/or Lexia Core5 based on their ELL level (if applicable) and the Administration Period AP1 FAIR scores

Facilitator

Reading Plus Representative

Participants

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Reading Plus reports Weekly Lexia reports AP2 and AP3 FAIR Data

G1.B4 Performance data from the 2013 FCAT Reading 2.0 indicates that 79 % of students made learning gains. Students demonstrated a deficiency in Reporting Category 1 – [LA.3-5.1.6.9]; multiple meaning in text. Students experienced difficulty analyzing words in text. Students need practice in determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area.

G1.B4.S1 Students should be given increased opportunities to analyze words in text an practice in determining the meaning of general academic and domain specifec words and phrases in a text relevant to a topic or subject area.

PD Opportunity 1

Students will use Reading Plus three times per week to increase comprehension skillls.

Facilitator

Reading Plus Representative

Participants

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Reading Plus reports

G1.B5 Performance data from the 2013 FCAT Reading 2.0 indicates that 82% of students in the lowest 25% made learning gains. Students demonstrated a deficiency in Reporting Category 2 – [LA.3-5.1.7.3]; Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order.

G1.B5.S1 Students require additional support and instruction in identifying the main idea, relevant supporting details, strongly implied message, inference, and chronological order.

PD Opportunity 1

Instruction will include the administration and debriefing of cold reads embedded in the McGraw-Hill Wonders Reading Series.

Facilitator

District Reading Facilitators; District Reading Webinars

Participants

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student-generated work Weekly Benchmark Assessments Teacher-generated assessments Unit Assessments

PD Opportunity 2

Daily small group intervention provided through McGraw-Hill WonderWorks intervention program.

Facilitator

District Webinars

Participants

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Intervention Assessments Ongoing Progress Monitoring

G1.B7 Performance data from the 2013 CELLA indicate that 20% of our ELL students demonstrated proficiency in Reading. Students need increase opportunities with various reading text, to expand their knowledge base and foundational reading skills.

G1.B7.S1 ELL students require additional opportunities to read and comprehend in English.

PD Opportunity 1

K-W-L Charts and graphic organizers from the McGraw-Hill Wonders Reading series will be utilized to build background knowledge.

Facilitator

District Reading Facilitator District Webinars

Participants

Classroom Teacher/ESOL Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lexia Core5 reports Imagine Learning reports Teacher observation Weekly benchmark assessments

G2. Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above on the 2014 FCAT Mathematics 2.0 from 65% by 3 percentage points to 68%.

G2.B1 Performance data from the 2013 FCAT Mathematics 2.0 indicates that 65% of students scored at a Level 3. Students experienced difficulty in Reporting Category of Fractions in Grade 3, due to a lack of practice with the use of measurement and fractions.

G2.B1.S1 Students will have increased and varied opportunities to practice real world measurements, such as length, time, and temperature, and to explore geometric relationships. Students will identify a fraction, including fractions greater than one, using area, set, and linear models.

PD Opportunity 1

Students will engage in weekly measurement and /or geometric activity with increasing levels of complexity, recording measurement results in their journals. Students will also engage in monthly, independently-generated measurement and gemometric activities to demonstrate mastery. Gizmos will be used as a simulation tool.

Facilitator

Gizmos Representative -Mario Junco

Participants

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly benchmark assessments and unit assessments Gizmo reports Mathematics Journals

PD Opportunity 2

A variety of real-world lessons will be developed to assist students to add and subtract fractions with both like and unlike denominators, use models, add and subtract decimals, and order fractions. Gizmos will be used as a simulation tool.

Facilitator

Gizmos Representative - Mario Junco

Participants

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly benchmark assessments and unit assessments Gizmo reports

G2.B4 Performance data from the 2013 FCAT Mathematics 2.0 indicates that 86% of students in the lowest 25%, made learning gains. Students in Grade 4 demonstrated weakness in Reporting Category of Base 10 and Fractions. Students need additional opportunities to verify the reasonableness of number operation results, including in problem solving situations.

G2.B4.S1 Students will be given increased and varied opportunities to compare and order commonly used fractions, to identify an equivalent fraction when the given fraction is in simplest form and relate halves and fourths to percents and percents to halves or fourths.

PD Opportunity 1

The lowest performing students in grades 3-5 will be identified and provided with differentiated instruction utitlizing technology programs such as Riverdeep and REFLEX to address their instructional needs.

Facilitator

Riverdeep Representative - David Perez

Participants

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

REFLEX and Riverdeep Reports Weekly assessments Unit assessments

G4. Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above on the 2014 FCAT Science 2.0 from 22% by 4 percentage points to 26%.

G4.B1 Performance data from the 2013 FCAT Science showed that students in grade 5 scoring a Level 3 and Level 4 demonstrated deficiency in the area of Nature of Science due to a lack of ability to evaluate investigations and experiments, organize, interpret, and analyze data, identify a control group, distinguish between observations and opinions, and defend conclusions.

G4.B1.S1 Students will be given increased opportunities to practice and increase their ability ability to evaluate investigations and experiments, organize, interpret, and analyze data, identify a control group, distinguish between observations and opinions, and defend conclusions.

PD Opportunity 1

Gizmos simulations will be conducted by the teacher to assist students in developing analytical skills and comprehension of the scientific process.

Facilitator

Gizmos Representative - Mario Junco

Participants

Classroom Teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

Gizmos Reports

PD Opportunity 2

Gizmos simulations will be conducted by the teacher to assist students in developing analytical skills and comprehension of the scientific process.

Facilitator

Gizmos Representative - Mario Junco

Participants

Classroom Teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

Gizmos Reports

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above on the 2014 FCAT Reading 2.0 from 60% by 6 percentage points to 66%.	$14,206
G2.	Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above on the 2014 FCAT Mathematics 2.0 from 65% by 3 percentage points to 68%.	$2,396
	Total	$16,602

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Technology	Other	Total
Title III	$6,000	$0	$0	$6,000
Title I	$0	$2,396	$0	$2,396
Discretionary Funds	$0	$2,990	$0	$2,990
Discretionary Funds ($2950.00) / SAC Funds ($2266.00)	$0	$0	$5,216	$5,216
Total	$6,000	$5,386	$5,216	$16,602

Budget Details

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

G1. Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above on the 2014 FCAT Reading 2.0 from 60% by 6 percentage points to 66%.

G1.B2 Performance data from the 2013 FCAT Reading 2.0 indicates that our 49% of ELL, 60% of Hispanic, 59% of Economically Disadvantaged (ED), and 31% SWD students demonstrated a deficiency in Reporting Category 1 – [LA.3-5.1.6.9] which is multiple meaning in context, vocabulary [NGSSS]. Students experienced difficulty in determining the meaning of words, and phrases as used in text and in distinguishing literal from non-literal [Domain 2, CCCS.ELA-Literacy RL.3.4.].

G1.B2.S1 Students will be given increased opportunities in determining the meaning of words, and phrases as used in text and in distinguishing literal from non-literal.

Action Step 3

Title III tutorials will be used, as permitted by the grant, to extend learning beyond the school day.

Resource Type

Evidence-Based Materials

Resource

Funding to provide tutorials for English Language Learners students.

Funding Source

Title III

Amount Needed

$6,000

Action Step 5

Students will engage in Reading Plus and/or Lexia Core5 based on their ELL level (if applicable) and the Administration Period AP1 FAIR scores

Resource Type

Other

Resource

An online integration program that combines assessment, instructional reading, and independent practice to fully support CCCS goals and standards. Literacy Day Celebration will include the provision of an individual book for each student as well as other supplies for this purpose.

Funding Source

Discretionary Funds ($2950.00) / SAC Funds ($2266.00)

Amount Needed

$5,216

G1.B5 Performance data from the 2013 FCAT Reading 2.0 indicates that 82% of students in the lowest 25% made learning gains. Students demonstrated a deficiency in Reporting Category 2 – [LA.3-5.1.7.3]; Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order.

G1.B5.S1 Students require additional support and instruction in identifying the main idea, relevant supporting details, strongly implied message, inference, and chronological order.

Action Step 4

Students will participate in Accelerated Reader program to provide additional support in identifying the main idea, relevant supporting details, strongly implied message, inference, and chronological order.

Resource Type

Technology

Resource

An online integration program that combines assessment, instructional reading, and independent practice to fully support CCCS goals and standards.

Funding Source

Discretionary Funds

Amount Needed

$2,990

G2. Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above on the 2014 FCAT Mathematics 2.0 from 65% by 3 percentage points to 68%.

G2.B2 Performance data from the 2013 FCAT Mathematics 2.0 indicates that 30% of students scored at a Level 4 or above. Students in grades 4 students experienced difficulty in the Reporting Category of Operations and Problems in Grade 5 students experienced difficulty in the Reporting Category of Expressions, Equations, and Statistics due to a need for more practice with gaining mathematical fluency and problem solving proficiency in the areas of multi-digit multiplication, patterns, expressions, real-world problems and equations.

G2.B2.S1 Students will be given increased and varied opportunities to increase mathematical fluency and problem solving proficiency in the area of multi-digit muliplication, patterns, expressions, and equations.

Action Step 3

Students will utitize the REFLEX program to increase fluency in basic math computation.

Resource Type

Technology

Resource

An online program that provides students with the opportunity to increase their basic math computation.

Funding Source

Title I

Amount Needed

$2,396